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ABSTRACT

This guide is intended to assist home economics teachers in recognizing which learning activities reinforce basic reading, writing, mathematics, and science skills concepts. The first chapter discusses objectives in each of these four basic skills areas. The remaining chapters consist of cross-referenced lists of reading, writing, mathematics, and science competencies; learning strategies; and evaluation techniques that are applicable in the following areas of home economics instruction: family living/parenthood education; child development; foods and nutrition; clothing and textiles; housing, furnishings, and management; and personal finance/consumer education. (MN)

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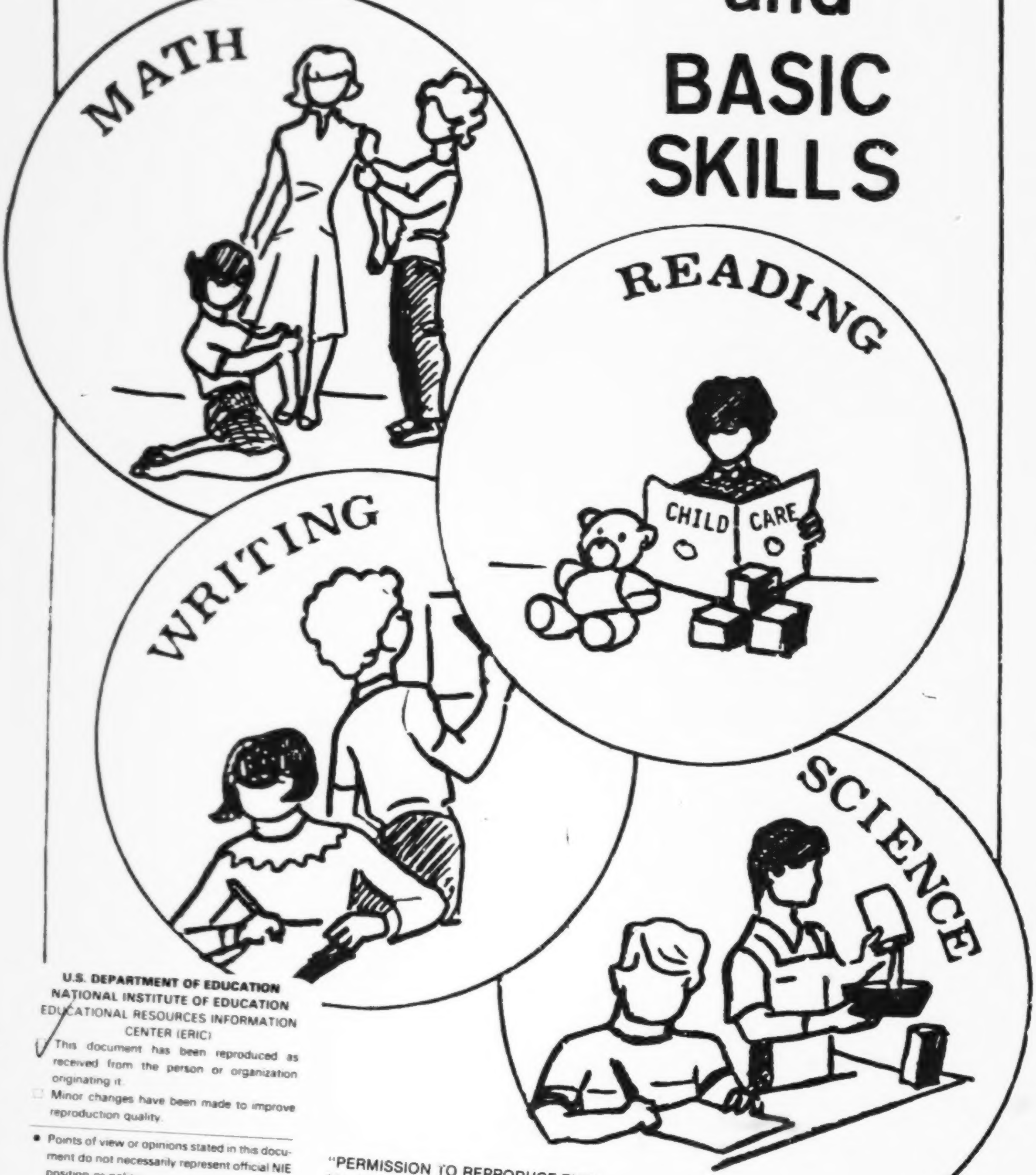
# HOME ECONOMICS and BASIC SKILLS



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# HOME ECONOMICS
# AND
# BASIC SKILLS

## CORRELATION OF THE
## CURRICULUM GUIDE FOR CONSUMER AND HOMEMAKING EDUCATION
## WITH OBJECTIVES FOR

READING

WRITING

MATHEMATICS

SCIENCE

DIVISION OF VOCATIONAL INSTRUCTION
OFFICE OF VOCATIONAL EDUCATION
GEORGIA DEPARTMENT OF EDUCATION
ATLANTA, GEORGIA 30334
Charles McDaniel, State Superintendent of Schools
1985

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# INTRODUCTION

When a number of task force reports on education declares that we have a "Nation at Risk" because of declining abilities in reading, writing, computing, and speaking, leaders in education begin to look for ways to assist students to practice and apply basic academic learnings.

Students are taught basic concepts by appropriate academic teachers. The application of these skills should occur in all other areas of the school's curriculum. The more the student is able to apply these skills, the better he/she will be able to improve them.

Home Economics has been defined as a field of knowledge and service primarily concerned with the strengthening of family life. We synthesize knowledge drawn from our own research, from the physical, social, and biological sciences, and from the arts, and apply this to other subject areas. Home Economics is uniquely structured to help students apply the basics.

This guide will aid teachers in recognizing which activities in Home Economics reinforce basic skill concepts. It should be used in support of the state curriculum guide as the local program is planned.

# ACKNOWLEDGMENTS

In August, 1984, the State Supervisor of Home Economics recognized the need for the Home Economics curriculum to be focused on the direct support of the basic skills in the instructional delivery process. To accomplish this, she decided to organize the Home Economics curriculum around the reading, writing, and mathematics objectives of the Georgia Basic Skills Test and selected objectives from the state approved science curriculum.

In organizing and carrying out this effort, she approached Dr. Gerald Klein, of the Office of Planning and Development, State Department of Education, for assistance.

A group of academic consultants from three content areas were assembled to develop the training module. The state was divided into four regions for a series of one-day inservice meetings. The Home Economics curriculum was divided into four sections, one for each region. The Home Economics teachers at each respective meeting then organized the Home Economics curriculum around these basic skill objectives. A curriculum specialist in each content area provided leadership and support to the teachers in these small group work sessions.

The work of the teachers from each region was then compiled into a single document that is a supplement to the Home Economics curriculum. The group leader of the consultants, Mrs. Carolyn McAdam, took the major responsibility for organizing, reviewing, and editing the final document. This supplement to the Home Economics curriculum was then distributed to all Georgia Home Economics teachers at their summer inservice meeting in August, 1985.

The following list identifies those personnel from the Georgia Department of Education and local school systems who cooperatively worked together to carry out this effort.

## GEORGIA DEPARTMENT OF EDUCATION

Office of Planning and Development
    Dr. Gerald Klein

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    Miss Frances King, State Supervisor, Home Economics Education
    Miss Nancy Godwin, Assistant State Supervisor, Home Economics Education
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Acknowledgments (Continued)

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## Acknowledgments (Continued)

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Mathematics
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Science
Dr. Kathryn Garrard, Science Coordinator, Dublin City Schools

## EXPLANATORY NOTES

The use of parenthesis indicates that the learning strategy or evaluation technique does not appear in the curriculum guide but has been added as an appropriate strategy or technique to support the academic skill.

Some learning strategies are included in the reading sections because they are strategies which require or imply that reading is a prerequisite to the activity as it is listed.

# BASIC SKILLS READING OBJECTIVES

## LITERAL COMPREHENSION

1. The student distinguishes between fact and opinion.
2. The student recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships.
3. The student interprets directions and instructions.

## INFERENTIAL COMPREHENSION

4. The student recognizes implicitly stated main ideas, details, sequences of events, and cause and effect relationships.
5. The student interprets semantic relationships.
6. The student interprets figurative language.
7. The student recognizes propaganda techniques.

## PROBLEM SOLVING

8. The student locates information in reference sources.
9. The student makes generalizations and draws conclusions.
10. The student makes predictions and comparisons.
11. The student recognizes relevance of data.
12. The student recognizes appropriate reference sources.

# BASIC SKILLS WRITING OBJECTIVES

THE STUDENT:

1. Writes for a variety of purposes including, but not limited to, personal (journals, diaries, stories); social (friendly letters, thank you notes, invitations); academic (themes, reports, essays); and business communications (letters of application or complaint).

2. Uses a variety of modes such as describing, imagining, telling, explaining, persuading, interpreting, or researching.

3. Selects and organizes ideas and information and develops and arranges these in paragraphs to compose letters, reports, stories, essays, etc.

4. Demonstrates the ability to adjust his or her writing to suit audience purpose and situation through level of formality, word choice, sentence variety, usage, etc.

5. Demonstrates individuality by writing with honesty and a personal viewpoint.

6. Observes conventions of mechanics and usage that are associated with standard written English.

7. Proofreads, edits, revises, and evaluates his or her own writing and the writing of others.

# BASIC SKILLS MATHEMATICS OBJECTIVES

## CONCEPT IDENTIFICATION

1. The student translates numerical forms of rational numbers.
2. The student orders fractions, decimals, or percents.
3. The student identifies customary or metric units to measure length, area, weight, time, and temperature.
4. The student identifies sets of points using standard names or Cartesian Coordinates.
5. The student identifies geometric relations and properties.

## COMPONENT OPERATIONS

6. The student applies formulas and proportions.
7. The student computes with whole numbers, fractions, decimals, and percents.
8. The student determines amounts of money.
9. The student applies customary or metric units of measurement to determine length, area, volume, weight, time, and temperature.

## PROBLEM SOLVING

10. The student estimates results using rounded numbers with or without units of measurement.
11. The student selects appropriate operations.
12. The student solves simple word problems.
13. The student organizes data into tables, charts, and graphs.
14. The student interprets data which has been organized.

## SCIENCE IN THE HOME ECONOMICS CURRICULUM

The discipline of science can be viewed from several perspectives--content, skills, and methodology. Home Economics as an applied science in the middle and high school settings incorporates primarily the content aspect of science. The science concept objectives identified and correlated with the Curriculum Guide for Consumer and Homemaking Education were selected from the Georgia Science Essential Skills list. These objectives are far from being inclusive of all science content. The correlations represent broad applications and reinforcement of the content taught in the science classroom. Some review of the basic science content may be necessary in order for the student to understand and appreciate the correlations. Cooperation between home economics and science teachers will enhance an understanding of both subject areas.

## SCIENCE CONCEPT OBJECTIVES

I. MATTER

A. Differentiates between living and non-living matter.

B. Differentiates among elements, compounds, and mixtures.

C. Differentiates among solids, liquids, and gases.

D. Explains difference between mixtures and solutions.

E. Recognizes water as a unique substance essential to life functions and to many natural inorganic changes.

F. Classifies acid-base water solutions.

II. ENERGY

A. Defines energy as a cause for change.

B. Differentiates between potential and kinetic energy.

C. Identifies examples of conservation of energy.

D. Describes and identifies food as sources of biochemical energy.

E. Uses safe procedures in handling hazardous chemicals.

Science Concept Objectives (Continued)

F. Performs simple demonstrations of static electricity.

G. Describes electrical circuits.

H. Describes electromagnetic spectrum as the organizing principle of radio, light, x-ray, and other similar waves.

I. Identifies colors.

J. Differentiates between colors and pigments.

K. Relates conversion of several energy forms (electrical, mechanical, sound, heat, light).

L. Describes and demonstrates heat as a change agent (cooking, melting).

M. Differentiates between heat and temperature.

N. Explains and describes heat transfer mechanisms (convection, conduction, radiation).

## III. LIVING THINGS - ENVIRONMENT

A. Describes simple to complex organisms.

B. Identifies evidences of interdependence in living systems.

C. Explains the transfer of genetic information.

D. Describes the inheritance of human traits with emphasis on hereditary diseases.

E. Recognizes environmental impact on personal life.

F. Manages personal environment in an effective manner.

G. Measures and analyzes changes in living systems.

H. Identifies and describes complex body systems.

I. Relates functions to structure of body systems.

# CORRELATION OF

# FAMILY LIVING/PARENTHOOD EDUCATION

# WITH

# OBJECTIVES FOR

# READING

# WRITING

# MATHEMATICS

# SCIENCE

READING SKILL # 1 : The student distinguishes between fact and opinion.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-2 p. 2 | Discuss case studies identifying specific changes and their personal development. | |
| I-B-1 p. 6 | Role play acceptable and unacceptable social behaviors. | |
| I-B-3 p. 6 | Determine acceptable and unacceptable personality traits. | Evaluation of own personality traits and methods of improving. |
| I-B-4 p. 8 | Give examples of ways to eliminate peer pressure. | |
| I-B-6 p. 10 | Debate with a panel of adults to discuss solutions to teenage concerns. | Case studies illustrateenage concerns. |
| I-C-2 p. 12 | Construct a poster showing the process of decision making. | Multiple choice items on making decisions for various problems. |
| I-D-1 p. 12 | Discuss healthy and acceptable outlets for emotions. | |
| I-E-3 p. 16 | Examine misconceptions about birth, conception, menstruation, menopause. | |
| I-E-4 p. 18 | Listen to a panel of adults discuss decision making concerning sex. | |
| | Organize and conduct a survey of students' opinions of appropriate sexual behavior. (Home Degree Project) | |
| II-D-3 p. 30 | Discuss choices and consequences in life situations. | |
| III-A-1 p. 32 | List advantages and disadvantages of single life. | Analysis of advantages and disadvantages of various lifestyles. |
| | Debate topics such as: "Marriage Vs. Living Together," "Having Children Vs. Remaining Childless," "Housewife Vs. Working Wife." | |

READING SKILL # 1

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| III-A-3 | p. 34 | Analyze TV shows as to type of lifestyle portrayed. | |
| III-B-1 | p. 34 | List characteristics that irritate you about the opposite sex.<br>Analyze your own attitudes toward men/women. | Mate-selection check-list for self. |
| III-B-2 | p. 36 | Analyze commitments viewed on TV programs. | |
| III-C-2 | p. 40 | Debate this statement: "A person does not marry another person's family." | |
| IV-B-1 | p. 46 | Role play accepting each responsibility of parenthood. | |
| IV-C-1 | p. 50 | Analyze case studies dealing with adjustment situations in various stages of pregnancy. | |

READING SKILL # 2 : The student recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 2 | Identify physical changes during adolescence.<br>List physical needs. | Comparison of physical changes over a designated period of time. |
| I-A-2 p. 2 | Discuss case studies identifying specific developmental changes on their own personal development. | |
| I-A-3 p. 4 | List characteristics that contribute to being well groomed. | Checklist on grooming habits. |
| I-B-4 p. 4 | Read and discuss "How to Avoid Hoof and Mouth Disease," Margy McClung. | Checklist on socially accepted behaviors. |
| I-B-2 p. 6 | Identify qualities and characteristics of good citizenship.<br>List ways students can practice good citizenship in the home, school, and community. | Checklist on qualities of good citizenship. |
| I-B-5 p. 8 | Identify social factors relating to dating. | Summary of purposes of dating. |
| I-C-1 p. 10 | Discuss relation of mental health to grooming, physical health, social development, and emotional control. | Analysis of case studies on mental health. |
| I-C-2 p. 12 | Read and identify characteristics of decision making. | Multiple choice items on making decisions for various problems. |
| I-D-1 p. 12 | Identify emotional needs of adolescence. | Analysis of case studies about effect of various emotions on behaviors. |
| I-D-2 p. 14 | Identify examples of various defense mechanisms. | |

READING SKILL # 2

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-D-2 | p. 14 | Read booklet identifying and describing different emotional problems and solutions. | |
| I-E-2 | p. 16 | Discuss glandular development; male and female sexual organs. | |
| I-E-3 | p. 16 | Distinguish between laboratory fertilization and conception. | |
| | | List factors that enter into human reproduction--"What determines what we are?" | |
| II-A-3 | p. 22 | Describe how shared goals and values contribute to family unity. | Summary of how relationships are affected by shared and conflicting values and goals. |
| II-B-2 | p. 24 | Identify methods of communication. | |
| II-C-2 | p. 26 | List skills needed by young men and women who live alone. | |
| | | Read and report on the problems which arise when the family includes three generations. | |
| | | Discuss the role expectations of the single parent family. | |
| II-D-1 | p. 28 | Identify crises the average person faces, such as divorce, death, illness, rape, abortion, family violence. | |
| II-D-3 | p. 30 | Identify seven steps of adjustment to a crisis. | |
| III-A-1 | p. 32 | List the various lifestyles. | |
| III-A-2 | p. 32 | Read Person to Person to determine factors contributing to change. | |
| III-B-1 | p. 34 | Read and discuss Chapter 8, "Choosing a Mate...," Contemporary Living. | Essay test items. |
| | | Identify factors that should be priorities in considering a mate. | |
| | | List traits contributing to happiness in marriage as revealed by references. | |

READING SKILL # 2

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-3 p. 36 | Read Chapters 5 and 6 in Married Life. | |
| | State actions and/or practices which indicate maturity for marriage. | |
| | Read and discuss case studies illustrating wholesome attitudes toward sex. | Analysis of case studies. |
| | Identify problems that go with youthful marriages. | |
| III-B-4 p. 38 | State local marriage laws. | |
| | Discuss rules of etiquette for different types of weddings. | |
| III-C-1 p. 38 | Read and discuss Chapter 10 in Contemporary Living and other references. | |
| | List and discuss areas in any relationship that will require adjustments. | |
| | Use case studies to identify ways couples adjust to conflict in marriage. | (Analysis of case studies.) |
| III-C-2 p. 40 | List methods of resolving differences. | Objective test items. |
| | List principles of effective communication. | |
| | Identify constructive approaches to in-law relationships. | |
| IV-A-1 p. 42 | Identify social pressures and initial decisions relating to sexual behavior. | Teacher-made test on social pressures and ways these pressures can be helpful. |
| IV-A-2 p. 42 | Examine teacher-provided materials to identify methods of contraceptives. | |

READING SKILL # 2

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-A-2 p. 42 (Continued) | Read to identify diseases that are sexually transmitted. | |
| IV-A-3 p. 44 | Read and list types of abortions. | Objective test on types and effects of abortions. |
| | Discuss a case study on pros and cons of abortion. | Summary of conclusions on having an abortion. |
| IV-A-4 p. 44 | Discuss effect of mother's age and pregnancy. | |
| | Investigate adoption as a form of parenting. | |
| IV-B-2 p. 48 | Read current articles on parenting. | Essay on "Parenting Trends--Past and Present." |
| IV-C-1 p. 50 | Read human interest magazine articles on divorced parents, single parents resulting from death, unmarried parent. | |
| | Review case studies of family lifestyles before and after birth of children. | Essay on "What a Difference a Baby Makes." |
| IV-C-2 p. 50 | List ways daily routine would change from being childless to having a child. | |

READING SKILL # 3 : The student interprets instructions.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-A-1 | p. 2 | Identify physical changes during adolescence. | (Follow written directions to compile) a rating scale to measure degree of individual development. |
| I-A-3 | p. 4 | Demonstrate techniques of good grooming using class members. | Rating scale to measure degree of individual development. |
| | | Choose and complete individualized learning packages of personal appearance. | A self-analysis study to become aware of faults with one's own grooming. |
| I-C-2 | p. 12 | Use kit on decisions. | Multiple choice items on making decisions for various problems. |
| | | Construct a poster showing the process of decision making. | |
| | | Present skit showing a teenager faced with a difficult decision. Do not show decision itself, but divide into groups and make decision. | |
| I-D-2 | p. 14 | Role play childish emotional behavior; then convert to mature emotional behavior for specific situations. | |
| I-E-4 | p. 18 | Organize and conduct a survey of students' opinions of appropriate sexual behavior. (Home Degree Project) | |
| II-A-1 and 2 | p. 20 | Use kits. | |
| II-A-1 | p. 20 | Illustrate self-image through a collage of pictures and sayings from magazines. | |
| II-A-2 | p. 20 | Use value clarification process. | |

READING SKILL # 3

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-2 p. 20 | Divide into small groups and decide on "Who shall survive?" --boat survival activity or similar ones. | |
| | Role play a conflict in a family with teenagers that might be resolved through decision making. | |
| II-B-1 p. 22 | Role play situations from "The Games People Play." | |
| | Role play "Gossip" game to demonstrate how easy it is to miss communication ideas. | |
| II-B-2 p. 24 | Role play situation of non-verbal communication. | |
| II-B-3 p. 24 | Role play a family situation showing poor communication and good communication skills. | |
| | Role play listening techniques. | |
| II-C-1 p. 26 | Use kit on the stages of life cycle. | |
| | Do a bulletin board showing the developmental tasks in the various stages. | |
| II-C-2 p. 26 | Work in groups to construct collages on the following concerns of the elderly: recreational activities, family ties, physical health, and types of housing. | |
| II-D-2 p. 30 | Survey to determine community-wide resources in case of disaster. | Report on resources available in community and how they can be utilized. |
| III-A-2 p. 32 | "It's in the Bag"--Fill your paper bag with items representing your lifestyle, a second bag representing your parent's lifestyle. Discuss reasons for differences. | |
| | Play "Devils Advocate," using factors for different lifestyles. | |

READING SKILL # 3

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-3 p. 36 | Complete questionnaire concerning criteria for maturity for marriage. | |
| IV-A-1 p. 42 | Collect data on teenage parents both married and unmarried. | |
| | Conduct FHA project--"STP-Stop Teenage Pregnancies" | (Project report.) |
| IV-A-4 p. 44 | Divide into groups to discuss reasons for family planning. | |
| | Collect data on incidence of child abuse to unplanned pregnancies. | |
| IV-B-1 p. 46 | Role play accepting each responsibility of parenthood. | |
| | Be a "big sibling" to a preschool child and report observation and activities to class. (Home Degree Project) | |
| | Care for egg or plant for a week. Correlate experiences with egg to parenthood. | Essay on caring for an egg and its relation to readiness for being a parent. |
| IV-B-3 p. 48 | Divide into small groups, take a field trip to health care facility to observe families. | |
| IV-C-2 p. 50 | Use case study of new family and identify organization/time management techniques needed. | |

READING SKILL # 4 : The student recognizes implicitly stated main ideas, details, sequences of events, and cause and effect relationships.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 2 | Give examples of how physical development is affected by heredity. | |
| I-A-2 p. 2 | Discuss effects of body development on individual self-confidence and other personal development. | |
| | View filmstrips on physical development and analyze effect on emotions. | |
| I-B-3 p. 6 | Discuss how emotions affect personality. | |
| | Analyze ways of developing emotional control. | |
| I-B-4 p. 8 | Discuss ways individuals can utilize peer pressure to foster desirable behaviors. | |
| I-A-1 p. 10 | Establish criteria for good mental health; develop into a checklist. | Checklist for practicing good mental health. |
| I-D-1 p. 12 | Recall several fears throughout life--analyze effect on individuals. | |
| | Discuss causes of various emotions and how they affect our relationships with others. | Analysis of case studies about effect of various emotions on behaviors. |
| I-D-2 p. 14 | Discuss ways of improving emotional behavior. | |
| I-E-1 p. 14 | Discuss the psychological aspects of sexual develoment. | Summary of the relationship of sexuality to human maturity. |
| | Determine responsibilities that relate to sexual development. | |

READING SKILL # 4

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-E-4 p. 18 | Describe how the decision-making process can be used in making choices about sex. | |
| | Describe your responsibilities toward health and pregnancy. | |
| II-A-3 p. 22 | Discuss how types of recreational activities reflect values and goals of persons and families. | |
| II-B-1 p. 22 | Classify communication skills that are positive or negative. | |
| II-B-3 p. 24 | Analyze family situation (hypothetical or real) to determine family communication. | Journal with analysis. |
| II-C-3 p. 28 | Plan recreation appropriate for the elderly. (FHA Project) | |
| II-D-1 p. 28 | Analyze case studies showing relationships between early marriage and divorce rate. | |
| | Select crises areas to analyze in depth as groups and suggest ways of handling crises situations. | Essay questions based on mini-situation about each of the crisis areas. |
| II-D-3 p. 30 | Discuss and list suggestions that would enable a person to turn negative experiences in a positive direction. | |
| III-A-2 p. 32 | List ways lifestyles have changed in the past ten years. | |
| III-A-3 p. 34 | Investigate, research, and discuss how home environment, occupation, education, and family background affect your lifestyle. | |
| III-C-2 p. 40 | Explain the relationship between sexual adjustment and total marriage adjustment. | |

READING SKILL # 4

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| IV-A-1 | p. 42 | Describe how you are responsible for and to sexual partner. | |
| IV-B-2 | p. 48 | Analyze a case study on current parenting practices. | |
| IV-C-1 | p. 50 | Analyze case studies dealing with adjustment situations in various stages of pregnancy. | |

READING SKILL # 5 : The student interprets semantic relationships.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-A-1 | p. 2 | Define terms related to physical change during adolescence. | |
| I-B-1 | p. 6 | Define a behavioral code. How does it relate to the society and to the individual? | |
| I-B-3 | p. 6 | Define personality. | |
| I-C-1 | p. 10 | Define and give examples of the terms feelings, emotions, personality, socially accepted values and attitudes. | |
| I-E-1 | p. 14 | Define and discuss meaning of sexuality. | |
| I-E-3 | p. 16 | Define and discuss human reproduction.<br>Distinguish between laboratory fertilization and conception. | |
| II-A-2 | p. 20 | Define values, goals, standards, resources, wants, needs, and decision making. | |
| III-A-3 | p. 34 | Define and discuss value systems and how that affects our lifestyles. | |
| III-B-3 | p. 36 | Define going steady, engagement, and infatuation. | |
| IV-A-1 | p. 42 | Define contraception using the dictionary or reference material. | |

READING SKILL # 6 : The student interprets figurative language.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-2 p. 2 | Role play ways various people at different levels of emotional maturity might act. | |
| I-B-1 p. 4 | Read and discuss "How to Avoid Hoof and Mouth Disease," Margy McClung. | |
| I-B-1 p. 6 | Role play acceptable and unacceptable social behaviors. | |
| I-B-2 p. 6 | Role play desirable and undesirable qualities of a good citizen. | |
| I-B-3 p. 6 | Enact a skit portraying liked and disliked personality traits. | |
| I-B-5 p. 8 | Perform skits concerning parent-teenage frictions over dating. | |
| | Role play ways to handle various dating situations. | |
| I-C-2 p. 12 | Present skit showing a teenager faced with a difficult situation. Do not show decision itself, but divide into groups and make decision. | |
| I-D-2 p. 14 | Role play childish emotional behavior; then convert to mature emotional behavior for specific situations. | |
| II-A-1 p. 20 | Illustrate self-image through a collage of pictures and sayings from magazines. | |
| II-A-2 p. 20 | Role play a conflict in a family with teenagers that | |

READING SKILL # 6

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-2 p. 20 (Continued) | might be resolved through decision making. | |
| II-B-1 p. 22 | Role play situations from "The Games People Play."<br>Discuss the various means of communication (i.e. verbal, non-verbal, and body language).<br>Illustrate a geometric design using words only to show how hard it is to get a message over with words only. | List communication barriers in the various situations. |
| II-B-3 p. 24 | Role play a family situation showing poor communication and good communication skills. | |
| II-C-2 p. 26 | Collect newspaper and magazine articles depicting changing role expectations of men and women and report to class. | |
| III-A-2 p. 32 | Role play situations contributing to changes in lifestyles, such as marriage, birth of a child, divorce, death of a mate. | Make a checkerboard listing different lifestyles and symbols for each. Tell why these styles are different. |
| III-C-2 p. 40 | Demonstrate technique for constructive quarreling through role playing. | |

READING SKILL # 7 : The student recognizes propaganda techniques.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-B-4 | p. 8 | Brainstorm to identify peer group pressures.<br>Invite a school counselor or minister to discuss peer interaction. | A paper to describe personal interaction with peers. |
| I-D-1 | p. 12 | Discuss advantages and disadvantages of belonging to a clique. | |
| I-E-4 | p. 18 | Listen to a panel of adults discuss decision making concerning sex. | Review your code of behavior. |
| II-B-3 | p. 24 | View TV program and interpret skills shown (examples of propaganda techniques).<br>Analyze family situation to determine family communication (examples of propaganda techniques used in communication). | |
| II-C-2 | p. 26 | Collect newspaper and magazine articles depicting changing role expectations of men and women and report to class. | |
| III-A-1 | p. 32 | Debate topics such as: "Marriage Vs. Living Together," "Having Children Vs. Remaining Childless," "Housewife Vs. Working Wife." | |
| III-A-3 | p. 34 | Analyze TV show as to type of lifestyle portrayed. | |
| III-B-2 | p. 36 | Analyze commitments viewed on TV programs. | Written interpretation of vows. |
| IV-A-1 | p. 42 | Identify social pressures and initial decisions relating to sexual behavior. | Teacher-made test on social pressures and ways these pressures can be helpful. |

READING SKILL # 8 : The student locates information in reference sources.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-3 p. 4 | Compile and organize a collage demonstrating different grooming techniques. | Guidelines for improving personal grooming. |
| I-B-4 p. 8 | Investigate socially accepted activities and places in your community for dating. | |
| I-E-3 p. 16 | View filmstrip to identify parts and functions of the reproductive system. | |
| I-E-4 p. 18 | View filmstrips showing results of sexual behavior. | Review your code of behavior. |
| II-C-1 p. 26 | Use kit on the stages of life cycle. | |
| II-C-2 p. 26 | Collect newspaper and magazine articles depicting changing role expectations of men and women and report to class.<br>Work in groups to construct collages on the following concerns of the elderly: recreational activities, family ties, physical health, and types of housing. | |
| II-C-3 p. 28 | Investigate community resources available to senior citizens for housekeeping or home management needs.<br>Investigate community for social outlets for elderly. | Analysis of problems of elderly in terms of causes such as: empty nest syndrome, financial pressure, loss of friends, lack of meaningful work, lack of outside interests. |
| II-D-1 p. 28 | View filmstrips on death, violence in the family, divorce.<br>View and discuss film on rape prevention. | |

READING SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-D-2 p. 30 | Invite a resource person from local or district mental health unit to discuss the services offered to help families in crises. | Report of resources in community and how they can be utilized. |
| | Search newspapers to find number or numbers for Crises Hot Line in your community. | |
| | Survey to determine community-wide resources in case of disaster. | |
| II-D-3 p. 30 | Analyze filmstrips to determine ways people accept consequences of life crises. | |
| III-A-2 p. 32 | Read Person to Person to determine factors contributing to change. | |
| III-A-3 p. 34 | Investigate, research, and discuss how home environment, occupation, education, and family background affect your lifestyle. | |
| | Research marriage customs of different cultures. | |
| III-B-1 p. 34 | Read and discuss Chapter 8, "Choosing a Mate...," Contemporary Living. | |
| | List traits contributing to happiness in marriage as revealed by references. Record evidence of these traits in own personality for a two-week period. | Mate-selection checklist for self. |
| III-B-2 p. 36 | Obtain a copy of the Georgia Marriage Laws and a marriage certificate. | |
| III-B-3 p. 36 | Read Chapters 5 and 6 in Married Life. | |

READING SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-4 p. 38 | Discuss wedding customs of different cultures. | |
| | Discuss rules of etiquette for different types of weddings. | |
| III-C-1 p. 38 | Read and discuss Chapter 10 in Contemporary Living and other references. | |
| | Use case studies to identify ways couples adjust to conflict in marriage. | |
| IV-A-1 p. 42 | View films and filmstrips relating to sexual behavior. | |
| IV-A-2 p. 42 | Define contraception using the dictionary or reference material. | |
| | View filmstrip that explains each method of contraceptive. | |
| | Examine teacher-provided materials to identify methods of contraceptives. | |
| | Read to identify diseases that are sexually transmitted. | |
| IV-A-3 p. 44 | View filmstrip to obtain information to illustrate the possible emotional, economical, physical, and social effects of abortion. | |
| IV-A-4 p. 44 | Collect data on incidence of child abuse to unplanned pregnancies. | Research paper on child abuse resulting from unwanted pregnancy. |
| | Compile fact sheet on financial expense of having and rearing children. | |
| | Investigate adoption as a form of parenting. | |

READING SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-A-5 p. 46 | Use the telephone directory to list community and human resources phone numbers and addresses that will assist parents in family planning. | Summary of services available (using findings from Learning Strategy 1). |
|  | Post a list of available community resources in the Home Economics Department. | Compile a list of community agencies available. |
| IV-B-1 p. 46 | View and discuss filmstrips on parenting. |  |
| IV-B-2 p. 48 | Analyze a case study on current parenting practices. |  |
|  | View TV program of two different time eras and analyze parenting responsibilities in each. |  |
|  | Read current articles on parenting. |  |
| IV-B-3 p. 48 | Use the telephone directory to list community and human resources phone numbers and addresses that will assist parents. | Report on services available in community for health care of children and mothers. |
|  | Post a list of available community resources in the Home Economics Department in local newspaper. (FHA Project) |  |
| IV-C-1 p. 50 | Read human interest magazine articles on divorced parents, single parents resulting from death, unmarried parent. |  |
|  | Review case studies of family lifestyles before and after birth of children. |  |
|  | Analyze case studies dealing with adjustment situations in various stages of pregnancy. |  |
| IV-C-2 p. 50 | Use case study of new family and identify organization/time management techniques needed. |  |

READING SKILL # 9 : The student makes generalizations and draws conclusions.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-2 p. 2 | Discuss effects of body development on individual self confidence and other personal development. | |
| I-B-1 p. 4 | Identify unacceptable social behaviors that have occurred within the last twenty-four hours in their presence. | |
| I-B-3 p. 6 | Analyze ways of developing emotional control. | Evaluation of own personality traits and methods of improving. |
| I-B-6 p. 10 | Investigate solutions to individual concerns. | |
| I-C-2 p. 12 | Form small groups to identify problem situations and possible solutions to problem--share findings with other class members. | |
| II-A-2 p. 20 | Complete a checklist to self-determine values. | Analysis of case studies requiring the application of personal values and goals to the decision-making process. |
| | Divide into small groups and decide on "who shall survive" --boat survival activity or similar one. | |
| | Role play a conflict in a family with teenagers that might be resolved through decision making. | |
| II-A-3 p. 22 | View and discuss the Value Questionnaire. | |
| | Discuss how types of recreational activities reflect values and goals of persons and families. | |
| | Describe how shared goals and values contribute to family unity. | Summary of how relationships are affected by shared and conflicting values and goals. |

READING SKILL # 9

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-B-1 p. 22 | View TV program and list barriers to communication seen. | List communication barriers in the various situations. |
| | Discuss the various means of communication (i.e. verbal, non-verbal, and body language). | |
| | Classify communication skills that are positive or negative. | |
| | Illustrate a geometric design using words only to show how hard it is to get a message over with words only. | |
| II-B-3 p. 24 | View TV program and interpret skills shown. | |
| | Analyze family situation (hypothetical or real) to determine family communication. | |
| II-D-1 p. 28 | Analyze case studies showing relationship between early marriage and divorce rate. | |
| | Select crises areas to analyze in depth as groups and suggest ways of handling crises situations. | |
| II-D-3 p. 30 | Discuss choices and consequences in life situations. | |
| | Discuss and list suggestions that would enable a person to turn negative experiences in a positive direction. | Analyze a case study to describe techniques used in handling crises. |
| III-A-1 p. 32 | List the various lifestyles and discuss advantages and disadvantages of each. | |
| | List advantages and disadvantages of single life. | Analysis of advantages and disadvantages of various lifestyles. |
| III-A-2 p. 32 | List ways lifestyles have changed in the past ten years. | |
| | Complete rating scale on desirability of various lifestyles. | |

READING SKILL # 9

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-A-2 p. 32 (Continued) | "It's in the Bag"--Fill your paper bag with items representing your lifestyle, a second bag representing your parents' lifestyle. Discuss reasons for differences. | |
| III-A-3 p. 34 | Define and discuss value system and how that affects our lifestyles.<br>Complete a checklist as to desirability of various lifestyles. Draw conclusions as to types of lifestyles favored.<br>Analyze TV shows as to type of lifestyle portrayed. | |
| III-B-1 p. 34 | Analyze own attitudes toward men/women. | Mate-selection checklist for self. |
| III-C-1 p. 38 | List and discuss areas in any relationship that will require adjustments. | |
| IV-A-1 p. 42 | Describe how you are responsible for and to sexual partner. | |
| IV-A-4 p. 44 | Interview a couple who decided to have no children, a couple who decided to limit family size, a couple who decided not to plan family size. | Essay, "Am I Parent Material," to express personal views on family planning. |
| IV-B-2 p. 48 | View TV program of two different time eras and analyze parenting responsibilities in each. | |
| IV-C-2 p. 50 | Discuss changes in daily schedule after the birth of a baby for each family member. | |

READING SKILL # 10 : The student makes predictions and comparisons.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-A-1 | p. 3 | | Comparison of physical changes over a designated period of time. |
| I-A-2 | p. 2 | Role play way various people at different levels of emotional maturity might act. | |
| I-B-1 | p. 4 | List and compare acceptable and unacceptable social behaviors. | |
| I-B-2 | p. 6 | Compare and contrast the results of good citizenship. | Checklist on qualities of "good" citizenship. |
| I-B-3 | p. 6 | Enact a skit portraying liked and disliked personality traits. | |
| I-B-4 | p. 8 | Compile and compare findings with other class groups. | |
| I-B-5 | P. 8 | Compare dating practices today to those of past years. | Case study on values or customs of dating. |
| I-B-6 | p. 10 | Compare survey findings with other class members and compile findings. | Case studies illustrating teenage concerns. |
| I-C-1 | p. 10 | Develop a bulletin board illustrating contrasting aspects of mental health. | |
| I-D-1 | p. 12 | Discuss advantages and disadvantages of belonging to a clique. | |
| I-E-2 | p. 16 | Give examples of difference in rate of sexual maturities in individuals.<br>Compare sexual development of men and women. | |
| I-E-4 | p. 18 | Compare and contrast permissiveness with and without affection. | |

READING SKILL # 10

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-2 p. 20 | Compare different value systems among families and how these affect family decisions. | |
| II-B-3 p. 24 | Role play a family situation showing poor communication and good communication skills. | |
| II-C-1 p. 26 | Bring childhood pictures and compare physical changes of students. | Objective test of characteristics of individuals at stages of various life cycles. |
| II-C-2 p. 26 | Compare roles of men in early 1900's to roles of men today. (Do the same with women--use grandparents.) | Compare and contrast roles of men and women in various family structures. |
| III-A-1 p. 32 | List the various lifestyles and discuss advantages and disadvantages of each. | |
| | List advantages and disadvantages of single life. | Analysis of advantages and disadvantages of various lifestyles. |
| | Debate topics as: "Marriage Vs. Living Together," "Having Children Vs. Remaining Childless," "Housewife Vs. Working Wife." | |
| | Conduct survey of single parents. | Compile findings. |
| III-A-2 p. 32 | "It's in the Bag"--Fill your paper bag with items representing your lifestyle, a second bag representing your parents' lifestyle. Discuss reasons for differences. | |
| III-A-3 p. 34 | Define and discuss value system and how that affects our lifestyles.<br>Discuss situations that require persons to view their own lifestyles compared to others. | Predict your future lifestyle and summarize future problems and pleasures. |

READING SKILL # 10

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-C-1 p. 38 | Interview and tape a couple married in their teens and a couple married in their twenties and compare adjustments and/or problems encountered.<br>Debate each marriage or commitment, compile a list of advantages and disadvantages of each. | |
| IV-A-1 p. 42 | Discuss why teenagers become pregnant. | |
| IV-A-4 p. 44 | | Case study comparing family who wanted child with family who did not want child. |
| IV-B-2 p. 48 | Compare single parenting to two-parent parenting. | |
| IV-C-1 p. 50 | Discuss differences and similarities in the family life cycle as related to parenting.<br>Review case studies of family lifestyles before and after birth of children. | Essay on "What a Difference a Baby Makes." |
| IV-C-2 p. 50 | List ways daily routine would change from being childless to having a child.<br>Discuss changes in daily schedule after the birth of a baby for each family member. | |

READING SKILL # 11 : The student recognizes relevance of data.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-3 p. 5 | | Rating scale to measure degree of individual development.<br>Guidelines for improving personal grooming.<br>A self-analysis study to become aware of faults with one's own grooming. |
| I-B-1 p. 5 | | Checklist on socially accepted behaviors. |
| I-B-3 p. 6 | Determine acceptable and unacceptable personality traits. | Evaluation of own personality traits and methods of improving. |
| I-C-1 p. 10 | Establish criteria for good mental health; develop into a checklist. | Checklist for practicing good mental health. |
| I-C-2 p. 12 | Form small groups to identify problem situations and possible solutions to problem--share findings with other class members.<br>Present skit showing a teenager faced with a difficult problem. Do not show decision itself, but divide into groups and make decision. | Case study to identify problem-solving techniques. |
| I-D-1 p. 13 | | Analysis of case studies about effect of various emotions on behavior. |
| I-E-3 p. 16 | Examine misconceptions about birth, conception, menstruation, menopause. | |
| II-A-3 p. 20 | Divide into small groups and decide on "who shall | |

READING SKILL # 11

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-3 p. 20 (Continued) | survive"--boat survival activity or similar one.<br>Role play a conflict in a family with teenagers that might be resolved through decision making. | Analysis of case studies requiring the application of personal values and goals to the decision-making process. |
| II-C-2 p. 26 | Collect newspaper and magazine articles depicting changing role expectations of men and women and report to class.<br>Read and report on the problems which arise when the family includes the three generations. | |
| II-D-1 p. 28 | Analyze case studies showing relationships between early marriage and divorce rate.<br>Select crises areas to analyze in depth as groups and suggest ways of handling crises situations. | |
| II-D-3 p. 30 | Analyze filmstrips to determine ways people accept consequences of life crises. | Analyze a case study to describe techniques used in handling crises. |
| III-A-2 p. 32 | Complete rating scale on desirability of various lifestyles. | Make a checkerboard listing different lifestyles and symbols for each. Tell why these styles are different. |
| III-A-3 p. 34 | Complete a checklist as to the desirability of various lifestyles. Draw conclusions as to types of lifestyles favored. | |
| III-B-1 p. 34 | Discuss statistical relationship of chronological age to marriage readiness. | |
| III-B-3 p. 36 | Complete questionnaire concerning criteria for maturity for marriage. | Questionnaire. |

READING SKILL # 11

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-A-1 p. 42 | Collect data on number of teenage parents both married and unmarried. | |
| IV-A-4 p. 44 | Collect data on incidence of child abuse to unplanned pregnancies. | |
| | Compile a fact sheet on financial expense of having and rearing children. | |

READING SKILL # 12 : The student recognizes appropriate reference sources (emphasis on community resources).

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 2 | Listen to a resource person discuss causes of physical changes. | |
| I-B-2 p. 6 | Listen to a resource person discuss good citizenship. | |
| I-B-4 p. 8 | Invite a school counselor or minister to discuss peer interaction. | A case study of peer interaction. |
| I-B-5 p. 8 | Investigate socially accepted activities and places in your community for dating. | |
| I-B-6 p. 10 | Conduct survey to identify teenage concerns. | |
| | Investigate solutions to individual concerns. | Case studies illustrating teenage concerns. |
| | Debate with a panel of adults to discuss solutions to teenage concerns. | |
| I-C-1 p. 10 | Listen to resource person from mental health department describe sources of help. | |
| I-E-1 p. 14 | Listen to a county health nurse or local doctor discuss human reproduction. | |
| I-E-4 p. 18 | Listen to a panel of adults discuss decision making concerning sex. | |
| II-A-3 p. 22 | Interview married people of all ages to decide how their values determined their mate selection. | |
| II-B-2 p. 24 | Listen to and discuss with speech teacher the value of good communication. | |

READING SKILL # 12

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| II-B-3 | p. 24 | Understand importance of communication by listening to outside speaker on "communication." | Summary of speaker's main points. |
| II-C-1 | p. 26 | Discuss with older persons the growth change they have observed in themselves and others. | A written summary of growth from infancy to old age. |
| II-C-2 | p. 26 | Conduct a school survey on family structure and on how many mothers work. (FHA Chapter Project) | |
| II-C-3 | p. 28 | Interview and identify senior citizens of different ages and in different situations (living alone, in a nursing home, and living with relatives).<br>Listen to a group of elderly discuss concerns of aged.<br>Visit nursing home for an insight as to problems of the aged.<br>Investigate community resources available to senior citizens for housekeeping or home management needs.<br>Investigate community for social outlets for elderly.<br>Plan recreation appropriate for the elderly. (FHA Project) | Analysis of problems of elderly in terms of causes; such as empty nest syndrome, financial pressure, loss of friends, lack of meaningful work, lack of outside interests. |
| II-D-1 | p. 28 | Interview and tape a panel of people who have experienced a sudden death in their family or a loss of their home in a fire, etc. | |
| II-D-2 | p. 30 | Listen to a tape or have a local minister discuss views on death and why. | |

READING SKILL # 12

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-D-2 p. 30 | Invite a resource person from local or district mental health unit to discuss the services offered to help families in crisis. | Report of resources available in community and how they can be utilized. |
| | Interview a person who has survived a crisis. | |
| | Search newspapers to find the number or numbers for the crises hot line in your community. | |
| | Survey to determine community-wide resources in case of disaster. (Home Degree Project) | |
| III-A-1 p. 32 | Conduct an interview on the lifestyle of a couple. | |
| | Conduct survey of single parents. | |
| III-A-3 p. 34 | Investigate, research, and discuss how home environment, occupation, education, and family background affect your lifestyle. | |
| | Research marriage customs of different cultures. | |
| III-B-2 p. 36 | Interview own parents to identify reasons they had for choosing each other. | |
| | Listen to marriage counselor speak on pre-marital counseling. | |
| | Obtain a copy of the Georgia Marriage Laws and a marriage certificate. | |
| III-B-4 p. 38 | Invite physician to discuss pre-marital physical exam. | |
| III-C-1 p. 38 | Interview and tape a couple married in their teens and a | |

READING SKILL # 12

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-C-1 p. 38 (Continued) | couple married in their twenties and compare adjustments and/or problems encountered. | |
| IV-A-1 p. 42 | Collect data on number of teenage parents both married and unmarried. | |
| | Conduct FHA project--"STP-Stop Teenage Pregnancies." | |
| IV-A-2 p. 42 | Listen to a family planning nurse discuss pros and cons of family planning. | Chart illustrating pros and cons of contraceptive methods. |
| IV-A-3 p. 44 | Listen to a panel made up of a minister, doctor, lawyer, parent, and teenager discuss views on abortion. | |
| | Listen to tape of an anonymous person tell of her experience of having an abortion. | Summary of conclusions on having an abortion. |
| IV-A-4 p. 44 | Interview a couple who decided to have no children, a couple who decided to limit family size, a couple who decided not to plan family size. | |
| | Listen to resource person discuss genetic counseling. | |
| | Collect data on incidence of child abuse to unplanned pregnancies. | Research paper on child abuse resulting from unwanted pregnancy. |
| | Compile a fact sheet on financial expense of having and rearing children. | |
| | Investigate adoption as a form of parenting. | |
| IV-A-5 p. 46 | Use the telephone directory to list community and human | Summary of services available (using find- |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-A-5 p. 46 (Continued) | resource phone numbers and addresses that will assist parents in family planning. | ings from Learning Strategy 1). |
| | Listen to community resource personnel explain the services available through their agency. | Compile a list of community agencies available. |
| | Post a list of available community resources in the Home Economics Department. | |
| IV-B-1 p. 46 | Interview new mother and father as to their first fears of parenthood. | |
| | Be a "big sibling" to a pre-school child and report observation and activities to class. (Home Degree Project) | |
| | Volunteer services for child care to private or community need to have practical experience in caring for children. (FHA Chapter Project) | List of responsibilities that parents must assume. |
| IV-B-3 p. 48 | Use the telephone directory to list community and human resources phone numbers and addresses that will assist parents. | Report on services available in community for health care of children and mothers. |
| | Listen to Chamber of Commerce representative discuss local health care facilities. | |
| | Listen to community resource personnel explain the services available through their agency. | |
| | Prepare bulletin board on community resources. | |
| | Divide into small groups, take a field trip to health care facility to observe operation. | |

READING SKILL # 12

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-B-3 p. 48 (Continued) | Listen to health nurse relate typical day in caring for children of dependent families. | |
| | Post a list of available community resources in the Home Economics Department in local newspaper. (FHA Project) | Case study of using community resources to solve a problem. |
| IV-C-1 p. 50 | Interview couple to determine role changes which have occurred and adjustments made during and after pregnancy. | |
| IV-C-2 p. 50 | Invite a family counselor, minister, or other resource person to discuss emotional adjustments of parents to a new baby. | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 2 | List physical needs. | Rating scale to measure the degree of individual development. |
| I-A-2 p. 2 |  | Essay test (explaining effects of body development on individual self-confidence). |
| I-A-3 p. 4 | List characteristics that contribute to being well groomed. | Checklist on grooming habits.<br>(Write an essay explaining) guidelines for improving personal grooming.<br>(Keep a journal that is) a self-analysis study to become aware of faults with one's own grooming. |
| I-B-1 p. 4 | List and compare acceptable and unacceptable social behaviors. | (Write an essay on personal behavior patterns of dating.)<br>Checklist on socially acceptable behavior. |
| I-B-2 p. 6 | List ways students can practice good citizenship in the home, school, and community. | Checklist on qualities of "good" citizenship.<br>Report on participation in school and community projects. |
| I-B-3 p. 6 | Write and enact a skit portraying liked and disliked personality traits. | (Organize in paragraph form an analysis of one's own personality.)<br>(Write a story describing acceptable and unacceptable personality traits.) |
| I-B-4 p. 8 | Compile and compare findings with other class groups. | (Write an essay describing and interpreting interaction with peers.) |
| I-B-5 p. 8 | Write and perform skits concerning parent-teenage frictions over dating. |  |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| | | (Research and write a report describing customs of dating.) |
| | | (Write) a summary of the purposes of dating. |
| | | A checklist of values and attitudes. |
| I-B-6 p. 10 | Compare survey findings with other class members and compile findings. | |
| | | (Write letters as a reaction suggesting solutions to case studies.) |
| | Initiate a "Dear Abby" column in the school paper. (Home Degree Project) | |
| I-C-1 p. 10 | Define and give examples of the terms feelings, emotions, personality, socially accepted values and attitudes. | An autobiography including environmental and hereditary factors, as well as pertinent attitudes and values. |
| | Establish criteria for good mental health; develop into a checklist. | Checklist for practicing good mental health. |
| I-C-2 p. 12 | Compile a list of decisions you make within a twenty-four hour period. | |
| | Construct a poster showing the process of decision making. | |
| | Write and present skit showing a teenager faced with a difficult decision. Do not show decision itself, but divide into groups and make decision. | |
| I-D-2 p. 14 | | Checklist analyzing the type of person. |
| | | A personal story about the last time you felt emotional and evaluate the maturity you exhibited in handling the problem. |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-E-1 p. 14 | | Summary of the relationship of sexuality to human maturity. |
| I-E-3 p. 16 | List factors that enter into human reproduction--"What determines what we are?" | |
| I-E-4 p. 18 | Organize and conduct a survey of students' opinions of appropriate sexual behavior. (Home Degree Project) | |
| II-A-1 p. 20 | Write on two pieces of paper--"Things I Like About Me," and "Things I Would Like to Improve." | List of "Things I Like About Me," and list of "Things I Would Like to Improve." |
| | Keep a diary of personal thoughts and feelings toward self and family members. | |
| | Write a want ad describing self including your strengths and weaknesses. | |
| | Interpret self-image through written narrative. | Written narrative on interpretation of self-image. |
| | Determine a solution to a family problem by answering a "Dear Abby" letter. | |
| II-A-2 p. 20 | Complete a checklist to self-determine values. | |
| II-A-3 p. 22 | | List of value patterns recorded in songs. |
| | | Checklist of relation of personal to family values and goals. |
| | | Summary of how relationships are affected by shared and conflicting values and goals. |
| | Make up an imaginary want ad headed, "Father Wanted," "Mother Wanted." | |
| II-B-1 p. 22 | View TV program and list barriers to communication seen. | List communication barriers in the various situations. |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-B-1 p. 22 (Continued) | Illustrate a geometric design using words only to show how hard it is to get a message over with words only. | |
| II-B-2 p. 24 | Observe people and record ten examples of non-verbal communication. | List of examples of non-verbal communication. |
| II-B-3 p. 24 | | Summary of speaker's main points. |
| | Keep a journal for a week on person with whom you have a conflict. Then analyze communication. | Journal with analysis.<br>Summary of guidelines for communicating with friends, family, and others. |
| II-C-1 p. 26 | | Written summary of growth from infancy to old age. |
| II-C-2 p. 26 | List skills needed by young men and women who live alone.<br>Conduct a school survey on family structure and on how many mothers work. (FHA Chapter Project) | |
| II-C-3 p. 28 | | (Written) analysis of problems of elderly in terms of causes such as empty nest syndrome, financial pressure, loss of friends, lack of meaningful work, lack of outside interests. |
| II-D-1 p. 28 | | Essay questions based on mini-situation about each of the crises areas. |
| II-D-2 p. 30 | | Report on resources available in community and how they can be utilized. |
| II-D-3 p. 30 | Discuss and list suggestions that would enable a person to turn negative experiences in a positive direction. | |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-A-1 p. 32 | List the various lifestyles and discuss advantages and disadvantages of each. | (Written) analysis of advantages and disadvantages of various lifestyles. |
| | List advantages and disadvantages of single life. | |
| III-A-2 p. 32 | List ways lifestyles have changed in the past ten years. | Written summary of insights. |
| | Complete rating scale on desirability of various lifestyles. | Make a checkerboard listing different lifestyles and symbols for each. Tell why these styles are different. |
| III-A-3 p. 34 | Complete a checklist as to desirability of various lifestyles. Draw conclusion as to types of lifestyles favored. | |
| | Investigate, research, and discuss how home environment, occupation, education, and family background affect your lifestyle. | Predict in writing your future lifestyle and summarize future problems and pleasures. |
| | Research marriage customs of different cultures. | |
| III-B-1 p. 34 | List characteristics that irritate you about the opposite sex. | |
| | List traits contributing to happiness in marriage as revealed by references. Record evidence of these traits in own personality for a two-week period. | Written analysis. |
| | Analyze own attitudes toward men/women. | Mate-selection checklist for self. |
| III-B-2 p. 36 | Write a marriage contract expressing your expectations and what you are willing and unwilling to do. | Marriage contracts.<br>Written interpretation of vows. |
| | Develop a "Living Together and Liking It" newspaper article. Consider all types of commitments possible. | Essay on importance of premarital counseling. |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-3 p. 36 | Complete questionnaire concerning criteria for maturity for marriage. | Questionnaire. |
| | (Write)examples of immaturity you have noticed among adults or young people in your community. | Checklist. |
| III-B-4 p. 38 | Formulate(in writing)individual wedding vows. | |
| III-C-1 p. 38 | List and discuss areas in any relationship that will require adjustments. | Essay test items.<br>Summary of interviews. |
| | Debate each marriage or commitment, compile a list of advantages and disadvantages of each. | |
| III-C-2 p. 40 | List methods of resolving differences. | Essay test items. |
| | List principles of effective communication. | Checklist. |
| IV-A-1 p. 42 | Collect data on number of teenage parents both married and unmarried. | |
| IV-A-2 p. 42 | | Chart listing pros and cons of contraceptive methods. |
| IV-A-3 p. 44 | Read and list types of abortions. | |
| | Write a skit to illustrate physical and emotional effects on the expectant parent. | Summary of conclusions on having an abortion. |
| IV-A-4 p. 44 | | Essay, "Am I Parent Material," to express personal views on family planning. |
| | Collect data on incidence of child abuse to unplanned pregnancies | Research on child abuse resulting from unwanted pregnancy. |
| | Compile fact sheet on financial expense of having and rearing children. | |
| IV-A-5 p. 46 | | Summary of services available (using findings from Learning Strategy 1). |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-A-5 p. 46 (Continued) | | Compile a list of community agencies available. |
| IV-B-1 p. 46 | Compile a list of parent responsibilities. | Essay on caring for an egg and its relationship to readiness for being a parent.<br>List of responsibilities that parents must assume. |
| IV-B-2 p. 48 | Analyze a case study on current parenting practices. | Essay on "Parenting Trends--Past and Present." |
| IV-B-3 p. 48 | | Report on services available in community for health care of children and mothers. |
| | Post a list of available community resources in the Home Economics Department in local newspaper. (FHA Project) | |
| IV-C-1 p. 50 | | Essay on "What a Difference a Baby Makes." |
| IV-C-2 p. 50 | List ways daily routine would change from being childless to having a child.<br>Suggested daily routine/ time schedule for case study. | Essay test items. |

MATHEMATICS SKILL # 1 : The student translates numerical forms of rational numbers.

and

SKILL # 2 : The student orders fractions, decimals, or percents.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| III-A-2 | p. 32 | Complete rating scale on desirability of various lifestyles. | (Show percentage breakdown on chart.) |
| III-B-4 | p. 38 | Investigate cost of different types of weddings. | Plan weddings in "family" groups within given budgets. |
| IV-A-1 | p. 42 | Collect data on percentage of teenage parents both married and unmarried. | Survey. |
| IV-A-4 | p. 44 | Collect data on incidence of child abuse to unplanned pregnancies. | Research paper on child abuse resulting from unwanted pregnancy. |
| | | Compile a fact sheet (or proportional chart) on financial expense of having and rearing children (clothing, food, and health care). | (Chart.) |
| IV-A-5 | p. 46 | Use the telephone directory to list community and human resource phone numbers and addresses that will assist parents in family planning. | (Numbers are accurately recorded when proofread.) |

MATHEMATICS SKILL # 3 : The student identifies and applies
and
SKILL # 9 : customary or metric units to measure
length, area, weight, time, and temperature.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-C-2 p. 50 | (Use case study of new family and identify organization/ time management techniques needed.) | (Case study.) |
| | Suggested daily routine/ time schedule for case study. | (Chart of routine time schedule.) |

MATHEMATICS SKILL # 4 : The student identifies sets of points using

and standard names or Cartesian Coordinates.

SKILL # 5 : The student identifies geometric relations and properties.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING TECHNIQUES | EVALUATION TECHNIQUES |
|---|---|---|
| II-B-1 p. 22 | Illustrate a geometric design using words only to show how hard it is to get a message over with words only. | |

MATHEMATICS SKILL # 8 : The student determines amounts of money.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| III-B-4 | p. 38 | Investigate cost of different types of weddings. | Plan wedding in "family" groups within given budget. |
| IV-A-4 | p. 44 | Compile fact sheet on financial expense of having and rearing children. | Essay "Am I Parent Material?" to express personal views on family planning. (costs) |

MATHEMATICS SKILL # 10 : The student estimates results using rounded numbers with or without units of measurement.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 2 | Identify physical changes occurring during adolescence. | Comparison of physical changes over a designated period of time. |
| I-E-1 p. 14 | (Observe a person of the same sex for a period of one week and record the frequency of displayed emotions.) | (Compare male and female emotional behavior.)<br>(Estimate the emotional level of person observed.) |

MATHEMATICS SKILL # 11 : The student selects appropriate
and operations.
SKILL # 12 : The student solves simple word problems.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-E-3 p. 16 | (Calculate monthly menstrual cycle.) | (Word problem to calculate monthly cycle.) |
| III-B-4 p. 38 | Investigate the cost of different types of weddings. | |
| | (Give the cost of three types of weddings, calculate the total cost of each.) | Objective test on cost of weddings. |

MATHEMATICS SKILL # 13 : The student organizes data into tables, charts, and graphs.

and

SKILL # 14 : The student interprets data which has been organized.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-A-1 | p. 2 | Identify physical changes during adolescence. (Make chart.) | Comparison of physical changes over a designated period of time (to normal growth patterns--bar graph). |
| I-A-3 | p. 4 | Plan and carry out a daily/ weekly schedule of good grooming activities. Chart progress. (Home Degree Project) | Checklist on grooming habits. |
| I-B-2 | p. 6 | Compare and contrast the results of good citizenship. | Report on participation in school and community projects (make chart or graph of survey). |
| I-B-6 | p. 10 | Conduct survey to identify teenage concerns. | Case studies illustrating teenage concerns. |
| | | Compare survey findings with other class members and compile findings. | (Display findings in form of graph or chart.) |
| I-E-2 | p. 16 | Compare sexual development of men and women. | |
| I-E-4 | p. 18 | Organize and conduct a survey of students' opinions of appropriate sexual behavior. | |
| II-C-2 | p. 26 | Compare roles of men in early 1900's to roles of men today. (Do the same with women.) | Compare and contrast roles of men and women in various family structures. |
| | | Conduct a school survey on family structure and on how many mothers work. | |
| II-D-1 | p. 28 | Analyze case studies showing relationships between early marriage and divorce rate. | |

MATHEMATICS SKILLS # 13 and # 14

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| III-A-2 | p. 32 | Complete rating scale on desirability of various lifestyles. | |
| III-A-3 | p. 34 | Analyze TV shows as to type of lifestyle portrayed. | |
| IV-A-1 | p. 42 | Collect data on number of teenage parents both married and unmarried. | |
| IV-A-2 | p. 42 | (Graph effectiveness rate of contraceptive methods.) | Chart illustrating pros and cons of contraceptive methods. |
| IV-A-4 | p. 44 | Collect data on incidence of child abuse to unplanned pregnancies. | Research paper on child abuse resulting from unwanted pregnancies. |

SCIENCE SKILL # II-F : Performs simple demonstrations of static electricity.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-3 p. 4 | Demonstrate techniques of good grooming using class members. | Guidelines for improving personal grooming (hair dryers, conditioners). |

SCIENCE SKILL # III-C : Explains the transfer of genetic information.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-E-3 p. 16 | List factors that enter into human reproduction--"What determines what we are?" | |
| IV-A-4 p. 44 | Listen to resource person discuss genetic counseling. | |
| | Discuss effect of mother's age and pregnancy. | |

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SCIENCE SKILL # III-D : Describes the inheritance of human traits with emphasis on hereditary diseases.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| V-A-2 | p. 42 | Listen to a family planning nurse discuss pros and cons of family planning. | |
| IV-A-4 | p. 44 | Divide into groups to discuss reasons for family planning. | |
| | | Listen to resource person discuss genetic counseling. | |
| | | Discuss effect of mother's age and pregnancy. | |

SCIENCE SKILL # III-H : Identifies and describes complex body systems.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-E-2 p. 16 | Compare sexual development of men and women. | Objective test items. |
| | View filmstrip to identify parts and functions of the reproductive system. | Objective test on the reproductive system. |
| | Define and discuss human reproduction. | |

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SCIENCE SKILL # III-1 : Relates functions to structure of body systems.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| II-E-2 | p. 16 | Discuss glandular development; male and female sexual organs. | Objective test items. |
| II-E-3 | p. 16 | Listen to cassette tapes and explain the menstrual cycle and its relation to conception.<br>Examine misconceptions about birth, conception, menstruation, menopause. | |

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# CORRELATION OF

# CHILD DEVELOPMENT

# WITH

# OBJECTIVES FOR

# READING

# WRITING

# MATHEMATICS

# SCIENCE

READING SKILL # 2 : The student recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 56 | Use case studies to give examples of signs of pregnancy. | |
| I-A-2 p. 58 | (Read about and) discuss nutrition and pregnancy.<br>Discuss the number of hours of sleep the pregnant woman needs each night and the number of rest periods during the day. | Checklist on the health and nutritional needs of the expectant mother. |
| I-A-4 p. 60 | Arrange in correct sequence the stages of baby development during pregnancy. | |
| I-A-5 p. 62 | Identify ways to prevent birth defects. | |
| | (Read to determine the various exceptionalities that exist among children.) | Report on causes of birth defects. |
| | Examine factors which may cause irregularities in development. Include Rh factor; age of mother; diseases, such as rubella; incompatability of genes; abnormalities in chromosomes; drugs and x-rays; diet, venereal disease, alcoholism, smoking. | Discussion of causes of birth defects. |
| I-A-6 p. 64 | Read about the responsibilities of the expectant father and other family members. | Checklist on responsibilities of family members during expectant's pregnancy. |
| I-B-2 p. 66 | Read text on planning a layette.<br>(Read about and) describe the features to look for when selecting a layette for a child. | Checklist on items needed in a layette. |
| I-B-4 p. 68 | (Read about and) list stages (of labor) and explain what happens in each stage. | Objective test items on stages of labor. |

READING SKILL # 2

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-C-1 | p. 70 | Read pamphlets on postnatal care of the mother. | |
| I-C-2 | p. 70 | (Read about and) discuss the possible effects on fathers. | Objective test items on emotional problems of parents. |
| I-C-3 | p. 70 | Read to determine the social adjustments that must take place after giving birth. | List the social adjustments which must be made by the new mother and father. |
| I-D-1 | p. 72 | Identify the nutritional and health needs of the infant. | Report on physical needs of the infant. |
| I-D-4 | p. 74 | Identify toys and activities that stimulate infant's mental development. | Evaluate toys at school, home, and/or store. |
| I-D-5 | p. 74 | Read to determine the various exceptionalities that exist among children. | |
| II-A-1 | p. 76 | Read in textbooks about food needs. | |
| II-A-2 | p. 76 | Read and study about clothing needs. | |
| II-A-4 | p. 80 | Identify characteristics of a toddler that is tired. | |
| II-A-6 | p. 82 | Read in text about play.<br>Identify different types of play. | |
| II-A-7 | p. 84 | Identify different types of needs of exceptional children. | |
| II-B-3 | p. 86 | (Read about and) discuss the changes in a toddler's play as he develops mentally. | Write about the various types of play and determine how each contributes to the intellectual/mental development of the toddler. |
| II-C-1 | p. 90 | (Read about and) discuss the influence of the following on social development: heredity, environment, adult/child relationships, sibling relationships, sexual identity.<br>(Read about and) discuss the negative effects that may | List of environment and hereditary influences on personality. |

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| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-C-1 p. 90 (Continued) | result from a toddler being: ignored by a mother, in an impoverished home, abused. | |
| II-C-3 p. 92 | (After completing assigned reading,) discuss behavior of an exceptional child and typical patterns of social behavior.<br>Study and discuss ways of modifying (if necessary) and reinforcing acceptable or appropriate social behavior of exceptional children. | |
| II-C-5 p. 92 | Identify the process of socialization.<br>Identify factors influencing social development. | Bulletin board on factors influencing social development. |
| II-D-1 p. 94 | Describe the parents' role in a child's emotional development. | |
| | Read case studies on cases of child abuse. | Analysis of case situations. |
| II-D-2 p. 94 | (Read about and) discuss a toddler's need for love to be expressed. | |
| II-E-1 p. 98 | Read texts to determine the need for discipline, self-direction, and guidance.<br>(Read about and) discuss behavior disorders which result from the lack of discipline, self-direction, and guidance. Explain how a lack of these might affect one's school and work performance, family and social life. | Case studies on discipline, guidance, and self-direction. |
| II-E-2 p. 100 | Read texts to determine solutions to behavior problems that exist during the toddler years.<br>Identify ways of extinguishing inappropriate behavior by reinforcing appropriate behavior. | Objective test on solutions to guidance problems. |

READING SKILL # 2

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-E-3 p. 102 | Read texts to determine guidance techniques appropriate for toddlers. | Objective test items on guidance techniques for toddlers. |
| III-A-1 p. 106 | Read to determine the food needs of preschool children. | Objective test items on food needs of preschoolers. |
| III-A-2 p. 108 | Read to determine the clothing needs of preschoolers. | Objective test items on clothing needs of preschoolers. |
| III-A-3 p. 110 | Read to determine what makes a safe and healthy environment for a preschool child.<br>Identify routine experiences in caring for a preschooler.<br>Describe characteristics of toys that are safe. | Objective test items on environments for preschoolers. |
| III-A-4 p. 112 | Read to determine how to provide an appropriate sleeping environment for a preschool child. | Objective test items on desirable sleeping habits of preschoolers. |
| III-A-5 p. 114 | Identify desirable characteristics of furnishings for a preschooler's room. | Checklist of characteristics of furnishings for a preschooler's room. |
| III-A-6 p. 116 | Read to determine playtime activities suitable for the preschooler. | Objective test on playtime activities for preschool children. |
| III-A-7 p. 118 | Read to determine ways to meet the physical needs of exceptional children. | Objective test items on the physical needs of exceptional children. |
| III-A-8 p. 118 | Read to determine the physical needs of preschool children. | |
| III-B-1 p. 120 | Read to determine the intellectual/mental development of the preschool child. | Objective test items on stages of intellectual/ mental development of preschool years. |
| III-B-3 p. 122 | Read how to determine the reading readiness skills. | Checklist on school and reading readiness skills. |
| III-C-1 p. 124 | Read to identify the social needs of a preschool child. | Objective test items. |

READING SKILL # 2

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| III-C-2 | p. 124 | (Read about and) discuss factors which influence self-concepts of a preschool child. | |
| III-C-3 | p. 124 | Read to determine how to promote social development through the use of games and other activities. | |
| III-C-5 | p. 126 | Identify handicaps which may cause a child to feel inferior. | Chart of handicaps which may cause a child to feel inferior. |
| III-D-1 | p. 128 | Read to determine the emotional needs of the preschool child. | Objective test items on the emotional needs of preschool children. |
| III-D-2 | p. 128 | Read to determine ways children express their feelings. | Examples of positive and negative emotions and ways children express emotions. |
| III-D-3 | p. 130 | Read to determine ways to meet the emotional needs of exceptional children. | Objective test items on ways to meet the emotional needs of exceptional children. |
| III-E-1 | p. 132 | Read to identify behavior problems in preschool years. | Objective test items on solving behavior problems. |
| III-E-2 | p. 132 | Read to determine ways of helping a preschool child master his impulses. | Objective test items on discipline for preschoolers. |
| III-E-3 | p. 134 | Read to determine ways to help children learn to accept responsibility. | List of ways to instill a sense of responsibility in children. |
| III-E-4 | p. 134 | Read to determine guidance techniques appropriate for the preschool child. | Identification test on guidance techniques for preschool children. |
| IV-A-1 | p. 136 | Read and discuss the food needs of school-age children and ways of meeting the food needs of school-age children. | Objective test items. |
| IV-A-3 | p. 140 | Identify the chief dangers that beset children at each age level.<br>Identify health emergencies which happen to children. | Booklet of ways to handle childhood emergencies. |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-A-3 p. 140 (Continued) | (Read about and) discuss ways to alleviate some of the most common hazards involving children.<br>(Read about and) discuss ways to handle children's emergencies.<br>Investigate and demonstrate how to care for a sick child. | Checklist on things to do to help child through an illness. |
| IV-A-4 p. 142 | Read to determine the sleeping habits of the school-age child.<br>Identify sleep problems that a school-age child might encounter; discuss ways to solve them. | Objective test items on ways to develop desirable sleeping habits. |
| IV-A-5 p. 144 | Read to determine the space and furnishing needs for a school-age child. | Checklist. |
| IV-B-1 p. 150 | Read resources on intellectual development of the school-age child.<br>Identify the developmental tasks of a school-age child. | Theme on what they learned from reading five resources in intellectual development of school-age children. |
| IV-B-4 p. 154 | (Read about and) discuss the recognition signs of a mentally retarded child; of a gifted child.<br>Identify special learning problems of school-age child, including the gifted. | |
| IV-C-1 p. 156 | Explain how the personality develops.<br>(Read about and) discuss environmental effects on personality. | |
| IV-C-2 p. 156 | Identify variances in child care practices according to the culture into which they were born. | List of different cultures observed in community. |
| IV-C-4 p. 158 | Read to determine the different types of exceptionalities. | Research paper on the different types of exceptionalities. |

READING SKILL # 2

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| IV-C-6 | p. 160 | Identify the basic social needs of school-age children.<br>Study ways that social needs may be met. | Objective test on basic social needs of school-age children. |
| IV-D-1 | p. 162 | Identify the basic emotions present in school-age children.<br>Study ways to meet emotional needs of school-age children. | |
| IV-E-1 | p. 166 | Study texts to identify behavior problems common to the school-age child. | Objective test on solutions to behavior problems of school-age children. |
| IV-E-3 | p. 168 | Read about discipline and punishment. | Objective test on discipline and punishment. |

READING SKILL # 3 : The student interprets directions and instructions.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-D-3 | p. 74 | Create social games that can be played with infants. | |
| II-A-1 | p. 76 | Prepare a sample meal or snack for toddler. | |
| II-A-6 | p. 82 | Plan a game that promotes physical growth in toddlers. | |
| | | Make a toy for a toddler and show others how to use it. | |
| II-B-2 | p. 86 | Make educational toys for local nursery schools, church nurseries, such as sensory stimulation box and wooden puzzles. (Home Degree Project) | |
| II-C-5 | p. 92 | Collect (and demonstrate) finger plays and activities which promote social development. | |
| III-A-2 | p. 108 | Create self-help boards (zippers, snaps, buttons, etc.) for preschoolers. | |
| | | Construct a display of clothing for a preschooler featuring self-help features. | Checklist on self-help features in preschooler's garments. |
| | | Construct or mend a garment for a preschooler. (Home Degree Project) | Project report. |
| III-A-3 | p. 110 | Construct a safe toy for a preschooler. | Checklist of safety rules. |
| III-A-5 | p. 114 | Construct a model room using a shoe box and handmade furniture models. | |
| III-A-6 | p. 116 | Organize a card file for outdoor games and activities appropriate for the preschooler. | Card file for outdoor games and activities. |

READING SKILL # 3

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-A-6 p. 116 (Continued) | Create a game that involves physical activity and organize a group of preschoolers in playing it. (Home Degree Project) | |
| | Construct puppets and write skits for them to be performed later. | |
| | Construct a child's toy that is safe and promotes physical development. | Checklist for a child's toy. |
| | Construct a musical instrument that a child could make. | |
| III-B-2 p. 120 | Construct an educational toy or game. (Home Degree Project) | |
| III-B-3 p. 122 | Prepare a reading readiness activity. | |
| III-C-3 p. 124 | Make and/or collect games and distribute to day care centers. (FHA Activity) | |
| IV-A-2 p. 138 | Create an item of clothing for a school age child. (Home Degree Project or FHA Activity) | Project report. |
| IV-A-5 p. 144 | Make curtains or other furnishings or accessories for a younger sibling's room. (Home Degree Project or FHA Activity) | |
| IV-A-6 p. 146 | Create or invent a game that provides for physical development (indoor and outdoor). | |
| IV-B-3 p. 152 | Construct toys, games, books, or activities which stimulate intellectual/mental development. (Home Degree Project) | |

READING SKILL # 4 : The student recognizes implicitly stated main ideas, details, sequences of events, and cause and effect relationships.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-A-5 | p. 62 | Identify ways to prevent birth defects. | Report on the causes of birth defects. |
| I-A-6 | p. 64 | Read about the responsibilities of the expectant father and other family members.<br>Discuss (after reading) each family member's role toward the coming of a new baby. | Checklist on responsibilities of family members during expectant's pregnancy. |
| II-A-4 | p. 80 | Relate environmental factors to a toddler's sleeping habits. | |
| II-A-6 | p. 82 | Analyze toys that are displayed in local stores for advantages and/or disadvantages to physical development. | Oral report of observations made during field trip. |
| II-B-2 | p. 86 | Examine toys in catalog and list toys which would be a good investment for a child's intellectual development. | Bulletin board showing what to consider when choosing toys, games, books, and activities for the one-to-three year old. |
| II-B-3 | p. 86 | Discuss the changes in a toddler's play as he develops mentally. | |
| II-B-4 | p. 88 | Analyze case studies to determine ways to meet the needs of a toddler with special learning problems. | |
| II-C-1 | p. 90 | Discuss the influence of the following on social development: heredity, environment, adult/child relationships, sibling relationships, sexual identity.<br>Discuss the negative effects that may result from a toddler being: ignored by a mother, in an impoverished home, abused. | List of environment and hereditary influences on personality. |
| II-C-3 | p. 92 | Study and discuss ways of modifying (if necessary) and | |

READING SKILL # 4

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-C-3 p. 92 (Continued) | reinforcing acceptable or appropriate social behavior of exceptional children. | |
| II-D-1 p. 94 | Describe the parents' role in a child's emotional development. | |
| II-E-2 p. 100 | Read texts to determine solutions to behavior problems that exist during the toddler years.<br>Identify ways of extinguishing inappropriate behavior by reinforcing appropriate behavior. | Objective test on solutions to guidance problems. |
| II-E-3 p. 102 | Read texts to determine guidance teachniques appropriate for toddlers. | Write an essay on the various guidance techniques appropriate for the toddlers. |
| III-A-2 p. 108 | Examine how a child's clothes can affect his personality. | |
| III-A-3 p. 110 | Read to determine what makes a safe and healthy environment for a preschool child. | Objective test items on safe environments for preschoolers. |
| III-A-4 p. 112 | Investigate reasons for children suffering restlessness and those with poor sleeping habits.<br>Relate the need for sleep to a preschooler's general health and disposition. | |
| III-B-1 p. 120 | Determine factors that influence intelligence. | |
| III-C-5 p. 126 | Describe social adjustments the family of an exceptional child may have to make. | |
| III-D-4 p. 130 | (Read about and) discuss emotional problems that preschool children might encounter. | |
| IV-A-2 p. 138 | Use case studies to explore how peers influence the clothing | |

READING SKILL # 4

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-A-2 p. 138 (Continued) | choices of the 6-12 year old children. | |
| IV-A-3 p. 140 | Investigate and demonstrate how to care for a sick child. | Checklist on things to do to help child through an illness. |
| IV-A-4 p. 142 | Examine case studies to determine various methods parents use to deal with bedtime problems. | |
| IV-A-7 p. 148 | Use case studies to learn about various problems encountered by children with physical disabilities. | |
| IV-B-1 p. 150 | Analyze case studies of local school-age children. | |
| IV-B-2 p. 150 | Discuss how reading skills are influenced by "significant others." | Comparison list of reading skills of children from different environments. |
| | Discuss the importance of reading skills to educational achievement. | |
| | Examine effects of television viewing on school experiences. | |
| IV-B-3 p. 152 | Read and discuss the effect of agression displayed on TV on the school-age child. | |
| | (Read and) discuss how behavior displayed on TV affects possible modeling of behavior by school-age child. | Theme on effect of modeling. |
| IV-C-2 p. 156 | Identify variances in child care practices according to the culture into which they were born. | |
| IV-C-4 p. 158 | (Read about and) discuss ways the handicapped child can benefit socially from association with other children. | |
| IV-C-5 p. 160 | Identify facilities in the community that are child oriented. | Checklist to evaluate community facilities that help to meet a child's social needs. |
| IV-D-1 p. 162 | Give examples of children's emotions. | |

READING SKILL # 4

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| IV-D-3 | p. 164 | (Read about and) discuss some issues confronting parents in planning home or institutional care for children with handicaps. | |
| IV-E-1 | p. 166 | Study texts to identify behavior problems common to the school-age child. | Objective test on solutions to behavior problems of school-age children. |
| IV-E-3 | p. 168 | (Read about and) discuss the different types of discipline.<br>Interpret the purpose of discipline. | |

READING SKILL # 5 : The student interprets semantic relationships.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 56 | Define terms used in the course of reading and discussion of changes occurring in mother. | (Matching test on terminology.) |
| I-B-4 p. 68 | Define labor. | (Write a short paragraph describing the stages of labor.) |
| I-B-5 p. 68 | Define methods of childbirth. | Report on the various methods of childbirth. |
| I-C-2 p. 70 | Define and discuss post-partum blues. | Objective test items on emotional problems of parents. |
| II-A-5 p. 80 | Define space needs and furnishings for a toddler. | (Research and write a two-page paper on space and furnishings needs of toddler.) |
| II-B-4 p. 88 | Define types of special learning problems of toddlers. | (Teacher-made work sheet.) |
| II-E-1 p. 98 | Define discipline, guidance, and self-direction. | Objective test and case studies. |
| II-E-3 p. 102 | Define direct and indirect guidance. | Write an essay on the various guidance techniques appropriate for toddlers. |
| II-E-4 p. 104 | Distinguish between positive and negative guidance techniques. | Role play of guidance techniques. |
| III-C-2 p. 124 | Define self-concept. | |
| III-D-1 p. 128 | Explain emotional deprivation. | |
| IV-C-1 p. 156 | Define personality. | |
| IV-C-2 p. 156 | Define culture as it relates to dealing with the school-age child. | |

READING SKILL # 7 : The student recognizes propaganda techniques.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-3 p. 60 | Listen to speakers from Family and Children Service Center and Health Department on services available to expectant mothers and fathers. (Read information provided.) | Report on community resources and child care services available to the expectant mother and father. |
| I-B-1 p. 66 | Listen to a resource person on breast feeding and bottle feeding. (Read and evaluate information provided.) | Conclusions about breast versus bottle feeding. |
| I-B-3 p. 68 | Listen to resource persons from the local hospital and governmental agencies discuss available community resources related to birth. (Read and evaluate information provided.) | Checklist on community agencies relating to birth. |
| I-B-5 p. 68 | Interview doctor, midwife, nurse, etc., about various methods of childbirth. (Read and evaluate information provided.) | Report on the various methods of childbirth. Include the advantages and disadvantages of each method. |
| I-D-5 p. 74 | Plan a panel discussion of doctors, exceptional teachers, parents of exceptional infants, etc. (Evaluate information provided.) | |

READING SKILL # 8 : The student locates information in reference sources. (Note: Reading skills are implied in the listening/observation activities listed.)

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 56 | Organize groups for library research on physical changes (external) in mother and her reduced activity. | |
| | Investigate pregnancy hot-line service. | |
| | Use case studies to stress the importance of nutrition affecting the health of the expectant mother and baby. | |
| I-A-3 p. 60 | Examine the telephone directory for government agencies, community agencies, and child care services available in the community. | Checklist of all community resources. |
| I-A-4 p. 60 | View filmstrips, charts, or other audio-visual aids to describe the physical development which occurs in each prenatal stage. | Verbalize information on prenatal life's development. |
| | Read resources on prenatal development. | |
| | Listen to speakers from community resources for information on developmental stages of the baby during pregnancy. (Evaluate information provided.) | Objective test on developmental stages of the baby during pregnancy. |
| I-B-2 p. 66 | Use a catalog to select a layette for a baby. | |
| | Examine furniture and layette equipment at a local department store. | |
| I-C-1 p. 70 | Read pamphlets on postnatal care of the mother. | |
| II-A-3 p. 78 | Collect weekly newspaper clippings on toddler safety in the home and summarize. | |

READING SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-5 p. 80 | Study magazines and catalogs to find types of storage to meet toddler's needs. | Bulletin board illustrating storage meeting the toddler's needs. |
| II-B-4 p. 88 | Invite a special education teacher to class to discuss and answer questions about the needs of toddlers with special learning problems. | Checklist of items to consider when planning learning activities for toddlers with special learning problems. |
| II-B-5 p. 88 | Listen to a resource speaker from community agencies speak about their services. | Exhibit of how community agencies can promote intellectual development. |
| II-C-2 p. 90 | Identify games and activities that promote social growth from catalogs and magazines. | List of toys and activities that encourage social development. |
| II-C-4 p. 92 | Listen to a resource person from a child care center.<br>Observe at a day care center. | |
| II-D-5 p. 96 | Read resources on emotional development. | Objective test items. |
| II-E-2 p. 100 | Observe a nursery school group to notice how the teacher handles behavior problems or prevents them. Discuss your observations in class. | |
| II-E-3 p. 102 | Observe a nursery school teacher working with a group of children; describe some of the guidance techniques she used. | Objective test items on guidance techniques appropriate for toddlers. |
| II-E-4 p. 104 | Interview day care center directors to determine the methods of discipline used. | |
| III-A-1 p. 106 | Listen to a resource speaker from Dairy Council discuss food needs of preschoolers.<br>Interview mothers about mealtime problems with preschoolers. | Objective test items on food needs of preschoolers. |

READING SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-A-3 p. 110 | Listen to a local resource person discuss safety in the home (fire department, power company, police, family and children services). | |
| III-A-6 p. 116 | Observe at a kindergarten or nursery school during playtime. Report to class on the playtime activities you observed. | Objective test on playtime activities for preschool children. |
| III-A-7 p. 118 | Listen to a resource person discuss the physical needs of exceptional children. | Objective test items on physical needs of exceptional children. |
| | Investigate a specific physical handicap and present it to the class. | |
| III-A-8 p. 118 | Listen to resource person from community agencies that help meet the physical needs of preschool children. | List of agencies in the community that provide for physical needs of preschoolers. |
| | Visit a Head Start center and observe activities and facilities. | |
| III-B-3 p. 122 | Listen to resource person discuss school and reading readiness. | Checklist on school and reading readiness skills. |
| III-B-4 p. 122 | Listen to resource person discuss children with special learning problems. | Checklist used in observing preschool children with special learning problems. |
| | Observe preschool children at local training center. | |
| III-B-5 p. 122 | Listen to resource persons: pediatrician, mental health association personnel, public health representative. | |
| | List agencies in the community that assist in promoting intellectual/mental growth in preschool children. | Checklist to establish criteria for analyzing services of community agencies. |

READING SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-5 p. 122 (Continued) | Visit various available community agencies. | |
| III-C-4 p. 126 | Secure information concerning the value of play for preschool children through interviews, readings, and observations; report to class. | Objective test on the value of play to preschool children. |
| III-C-6 p. 126 | Visit preschool centers to observe how social needs are met. | Checklist to evaluate child care centers. |
| | Visit recreation centers and see their program at work. | |
| | Listen to resource speaker from Psychological Educational Center and/or Department of Family and Children Services. | |
| III-D-2 p. 128 | Observe children in a preschool situation; write brief accounts of emotional outbursts and discuss. | |
| III-D-3 p. 130 | Listen to a learning disabilities teacher discuss the emotional needs of exceptional children and ways of meeting these needs. | |
| | Observe at a nursery or kindergarten where exceptional children are enrolled. List ways that their emotional needs were being met. Report to class on your observations. | Report on observations at nursery school or kindergarten. |
| III-D-4 p. 130 | Invite resource persons to discuss community resources available to meet emotional needs of preschool children. | |
| | Make a directory of the agencies in your community that meet the emotional needs of preschool children; share with young mothers in the community. (FHA Activity) | Directory of agencies available in community for preschool children. |
| III-E-1 p. 132 | Interview the mother and father of a preschool child. Ask them | |

READING SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-E-1 p. 132 (Continued) | to indicate how they handle behavior problems with their child. Make a list of common behavior problems of preschool children derived from the interview. Star all the positive responses used by the parents interviewed. | List of behavior problems and solutions from the interview. |
| | Observe a kindergarten group to notice how the teacher handles behavior problems or prevents them. Discuss your observations in class. | |
| III-E-2 p. 132 | Examine issues of current magazines for articles dealing with child behavior. | |
| | Observe at a day care center and record how children handle their impulses. | |
| III-E-4 p. 134 | Listen to a nursery school or a kindergarten teacher talk on the behavior of preschool children. | |
| | Observe a kindergarten teacher working with a group of preschoolers. Report in writing on some of the guidance techniques she used. | |
| IV-A-1 p. 136 | Listen to the school lunchroom manager discuss how school lunches are planned to meet the needs of 6-12 year olds. | |
| | Interview mothers in order to find out some of the problems they have had in guiding children in the development of desirable food habits. | |
| IV-A-2 p. 138 | Observe children in elementary grades and record their attitudes toward clothing. | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-A-2 p. 138 (Continued) | Take a field trip to a children's clothing store and examine garments using the checksheet above. | |
| | Interview school-age children to determine what they prefer in clothing, such as what colors do you like and why, why like or dislike a particular item of clothing, why try to dress like friends. | |
| | Select appropriate patterns from pattern books containing children's clothing. | |
| IV-A-2 p. 140 | Listen to speaker from Health Department discuss the types of diseases the school-age child needs to be immunized against. | |
| | Investigate and demonstrate how to care for a sick child. | Checklist on things to do to help child through an illness. |
| IV-A-4 p. 142 | Listen to a doctor or a nurse discuss the importance of good sleeping habits and the results of poor habits. | |
| | Interview parents concerning bedtime regulations as their children grew from 6-12. | |
| | Examine case studies to determine various methods parents use to deal with bedtime problems. | Objective test items on ways to develop desirable sleeping habits. |
| IV-A-6 p. 146 | Listen to a physical therapist explain to class how motor tasks help children improve brain function. | |
| | Listen to a teacher of the upper level elementary grades discuss relationship between motor development and popularity. | |

READING SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-A-6 p. 146<br>(Continued) | Visit a physical education class in an elementary school and observe performance of motor skills. | Observation sheets comparing the difference in motor skills. |
| | Examine a copy of the national physical tests used in public schools and discuss how PE program is related to physical development. | Performance test on motor performance using national physical test as a guide. |
| IV-A-7 p. 148 | Interview parents of exceptional children to find out common physical problems and how they handle them. | |
| | Listen to and question a learning disabilities teacher's explanation of common disabilities for 6-12 year olds. | |
| | Investigate games that can be played by both normal and exceptional children. | |
| | Use case studies to learn about various problems encountered by children with physical disabilities. | |
| IV-A-8 p. 148 | Listen to resource person from the city recreation department explain their program. | |
| IV-B-1 p. 150 | Develop a list of books for students in school-age period. | |
| IV-B-2 p. 150 | Listen to a counselor talk about the correlation between a child's environment and the learning process. | |
| IV-B-4 p. 154 | Listen to exceptional education teacher talk on special learning problems of the school-age child. | |
| IV-B-5 p. 154 | Listen to speaker from mental health clinic discuss ways they help promote growth. | |

READING SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-C-1 p. 156 | View children at play and analyze the different personalities seen and the way these personalities interacted. | |
| IV-C-2 p. 156 | Invite parents from different cultures to speak on child-rearing practices in their country. | List of different cultures observed in community. |
| IV-C-4 p. 158 | Observe a group of children with special problems.<br>Discuss how their needs were being met. | |
| IV-C-5 p. 160 | Identify facilities in the community that are child oriented. | Checklist to evaluate community facilities that help to meet a child's social needs. |
| | Gather information and make a list available community resources that help to meet a school-age child's social needs. | |
| | Conduct a field trip for the purpose of observing techniques used for fulfilling social needs of school-age children. | |
| IV-D-1 p. 162 | Select pictures of toys and play equipment from catalogs which help children release emotions. | |
| IV-D-2 p. 162 | Interview parents to learn how they have met the emotional needs of their school-age children. | |
| | Interview teachers, administrators, and community members of ways they have met emotional needs of the young child. | |
| | Research ways to meet emotional needs of the school-age child. | Research paper meeting emotional needs of school-age children. |
| IV-D-3 p. 164 | Listen to resource person discuss the emotional needs of exceptional children. | Written paragraph about resource person's discussion. |
| | Observe children with behavior problems and compare with | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-D-3 p. 164 (Continued) | expected behaviors of normal children. | Checksheet. |
| IV-D-4 p. 164 | Listen to resource person from the different agencies designed to help children with emotional problems. | Paragraph and/or summary of services offered. |
| IV-E-1 p. 166 | Examine magazines for articles dealing with behavior problems of school-age children. | |
| | Listen to a preschool teacher talk on behavior common to school-age children. | |
| IV-E-2 p. 166 | Research different types of guidance techniques in texts. | |
| | Observe an elementary group to observe how the teacher handles or prevents problems. | Written report of personal reaction to the observation. |
| IV-E-4 p. 168 | Listen to a resource person discuss the agencies or organizations which provide services for children. | Checklist of guidance services available in the community. |
| | Take field trips to visit the agencies provided in the community and communities near by. | Checklist for evaluating supportive agencies. |

READING SKILL # 9 : The student makes generalizations and draws conclusions.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-A-1 | p. 56 | Summarize the needs for knowledge of the early signs of pregnancy. | (Written summary.) |
| I-A-2 | p. 58 | Use case studies to stress the importance of nutrition affecting the health of the expectant mother and the baby. | |
| I-C-1 | p. 70 | Discuss the importance of rest to the mother's health after child birth. | |
| I-C-3 | p. 70 | Explain how important it is for a new mother and father to make social adjustments after birth. | |
| I-D-1 | p. 72 | Explain the importance of the physical needs of infants. | Objective test items. |
| II-A-1 | p. 76 | (After reading about good eating habits,) role play the right and wrong ways of guiding a toddler toward good eating habits. | |
| II-A-3 | p. 78 | (After reading about dealing with emergency situations,) role play coping with a toddler in an emergency situation. | |
| II-A-4 | p. 80 | (After reading about bedtime problems,) role play different techniques of dealing with bedtime problems. | |
| II-D-1 | p. 94 | Analyze the relationship of various emotions to the developmental level of the child. | List of fears which may be desirable. |
| II-E-1 | p. 98 | Discuss behavior disorders which result from the lack of discipline, self-direction, and guidance. Explain how a lack | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-E-1 p. 98 (Continued) | of these might affect one's school and work performance, family and social life. | |
| III-A-3 p. 110 | Plan a checklist of safety rules that should be observed in a preschooler's environment. | Checklist of safety rules. |
| III-A-4 p. 112 | Analyze bedtime stories for possible frightening effects. | Prepare booklet or notebook of bedtime stories. |
| III-B-1 p. 120 | Determine factors that determine intelligence. | |
| III-B-2 p. 120 | Visit a toy store and list 10 toys suitable for preschoolers.<br>Analyze television programs for preschool children. | Checklist for evaluating educational toys, games, books, and activities. |
| III-E-1 p. 132 | (Read about and) discuss solutions to common behavior problems that exist among preschoolers. | Objective test items on solving behavior problems. |
| III-E-4 p. 134 | (Read about and) discuss behavior problems common to preschool children. | |
| IV-A-1 p. 136 | (Read about and) discuss how personal food prejudices and pecularities affect a 6-12 year old child's diet. | Checklist of students' diet plans. |
| IV-A-2 p. 138 | Analyze clothing needs of a 6-12 year old including safety qualities, social and psychological factors, and appropriateness for that age. | |
| IV-A-4 p. 142 | Examine case studies to determine various methods parents use to deal with bedtime problems.<br>Plan a child's bedroom that is conducive to a desirable sleeping atmosphere. | List of ways to help a school-age child develop desirable sleeping habits.<br>Bedroom plans. |
| IV-A-6 p. 146 | Explain how various games promote or inhibit physical development. | |
| IV-B-1 p. 150 | Develop a list of books for students in school-age period. | |

READING SKILL # 10 : The student makes predictions and comparisons.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-A-1 | p. 56 | Interview classmates, mothers, or relatives and compare early pregnancy signs. | Objective quiz on the general indications or signs of pregnancy. |
| I-A-2 | p. 58 | Plan and compare one day's menu for the mother-to-be with recommended dietary requirements needed daily. | Checklist on the health and nutritional needs of the expectant mother. |
| | | Predict the outcomes of smoking and drinking on the expectant mother and infant's life. | |
| I-B-1 | p. 66 | Read about (and compare) the advantages and disadvantages of bottle feeding and breast feeding. | Poster showing the advantages of bottle feeding and breast feeding. |
| | | Listen to resource person on breast feeding and bottle feeding. (Compare the information provided.) | Conclusions about breast vs. bottle feeding. |
| I-B-3 | p. 68 | Compare cost of birth using different methods. | |
| I-B-5 | p. 68 | Compare the various methods of child birth. | Objective test on methods of child birth. |
| I-C-3 | p. 70 | Compare social life before pregnancy and after pregnancy; list differences. | List the social adjustment that must be made by the new mother and father. |
| I-D-3 | p. 74 | Compare the effects of heredity versus environment on the infant's social development. | |
| I-D-5 | p. 75 | | Chart comparing differencies and similarities of the exceptional child to other children. |
| II-A-3 | p. 78 | Compare with illustration hazardous situations vs. safe situations in the home. | |
| II-A-4 | p. 80 | Compare the effect of quiet games to noisy, active games before bedtime. | |

READING SKILL # 10

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-6 p. 82 | Analyze toys that are displayed in local stores for advantages and/or disadvantages to physical development. | |
| II-A-7 p. 84 | Compare an exceptional and "normal" child's physical needs. | Chart the actions of a "normal" child and exceptional child and compare the results. |
| II-B-1 p. 86 | Compare two or more toddlers who are the same age and note the differences in mental development. | Comparison of toddlers of the same age. |
| II-C-1 p. 90 | Use case studies and compare the social development of toddlers. | Case studies on social development. |
| II-C-3 p. 92 | Compare the social needs of the exceptional toddler and the "average" toddler. | |
| II-D-1 p. 94 | Observe and compare emotional responses of toddlers. | Analysis of case situations. |
| II-E-1 p. 98 | Compare and contrast examples where discipline, guidance, and self-direction have been used and where they have not been used.<br>Interpret the difference between discipline and punishment. | Case studies on discipline, guidance, and self-direction. |
| II-E-2 p. 100 | List five or six forms of behavior; find out if they are typical or atypical for the child's age by comparing them with the norms from the readings. | |
| II-E-4 p. 104 | Distinguish between positive and negative guidance techniques.<br>Interview friends or classmates concerning how they will discipline their children when they have their own. Prepare a list of behavior problems ahead of time. Have those you interview react to these examples. Compare and evaluate the results. | Role play of guidance techniques. |
| III-A-2 p. 108 | Compare safety features on children's articles of clothing, | |

READING SKILL # 10

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| III-A-2 (Continued) | p. 108 | Analyze some differences in clothing for girls and boys. | |
| III-A-4 | p. 112 | Analyze bedtime stories for possible frightening effects. | Booklet or notebook of bedtime stories. |
| III-A-5 | p. 114 | (Read about and) discuss advantages and disadvantages of a preschooler sharing a room with a younger or older sibling. | |
| III-A-6 | p. 117 | | Chart including physical growth (height, weight, body measurements) comparing different ages. |
| III-D-2 | p. 128 | (Read about and) discuss the difference between positive and negative expressions of emotions. | Examples of positive and negative emotions and ways children express emotions. |
| III-D-3 | p. 130 | (Read about and) discuss reasons why emotional needs of the exceptional child may differ from those of the normal child. | |
| IV-A-2 | p. 138 | Identify favorable and unfavorable features on children's clothing brought from home or pictures of clothing. | Paragraph on the influence of clothing on developing positive self-concepts in school-age children. |
| IV-A-3 | p. 140 | Compare various toys and games for safety features. | |
| IV-A-4 | p. 142 | Compare bedtime regulations of various families. | |
| IV-E-3 | p. 168 | (Read about and) discuss the difference between discipline and punishment, using examples to illustrate. | Objective test on discipline and punishment. |

READING SKILL # 11 : The student recognizes the relevance of data.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-A-5 | p. 62 | Identify ways to prevent birth defects.<br>Examine factors which may cause irregularities in development. | (Research and) report on causes of birth defects. |
| I-C-2 | p. 90 | Visit the toy department of a store. Make a list of toys suggested for the toddler. Indicate if you agree with the age range and purpose suggested. | |
| I-E-2 | p. 100 | Evaluate each of the actions described below, suggest one or more forms of guidance and tell why you consider it to be appropriate: child writes on walls, child repeatedly uses "bad words," child deliberately breaks toys. | Case situation analysis. |
| III-A-5 | p. 114 | Evaluate space and furnishings in a local day care center by using a checklist.<br>Evaluate the convenience and accessibility of furnishings in a child's room to the child himself after walking around the room on your knees. | Checklist of characteristics of furnishings for a preschooler's room. |
| III-A-6 | p. 116 | Plan and direct at least five play activities for children that will provide for physical and motor development. | |
| | | Evaluate playground activities at a nursery school or day care center and determine how they help promote physical development. | Checklist for playground activities. |
| III-A-7 | p. 118 | Plan and evaluate play activities for an exceptional or handicapped preschooler. | Evaluation of play activities. |
| III-B-2 | p. 120 | Develop a checklist to evaluate educational toys, books, games, | Checklist for evaluating educational toys, |

READING SKILL # 11

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-2 p. 120 (Continued) | and activities for preschooler. | games, books, and activities. |
| IV-A-1 p. 136 | Evaluate given menus to see if they meet the nutritional requirements of a 6-12 year old child. | |
| IV-B-3 p. 152 | Evaluate TV, radio, and movies for school-age child. (Home Degree Project) | (Project report.) |
| IV-B-5 p. 154 | Analyze how these community agencies help develop and promote growth. | Collection of brochures from community agencies which promote mental/intellectual growth of school-age child. |
| IV-D-3 p. 164 | List criteria for analyzing services of community agencies. | |
| IV-E-4 p. 168 | Evaluate the agencies visited by the students. Make criteria developed for evaluating them. | Checklist for evaluating supportive agencies. |

READING SKILL # 12 : The student recognizes appropriate reference sources.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-A-1 | p. 56 | Use resource people--doctors, mothers, and nurses--to relate first hand vital information to students on pregnancy. | |
| I-A-3 | p. 60 | Survey public and private community services and resources available to the expectant mother and father. | Report on community resources and child care services available to the expectant mother and father. |
| | | Organize a resource file of community services and resources for student use. (FHA Project) | |
| I-B-3 | p. 68 | Listen to resource persons from the local hospital and governmental agencies discuss available community resources related to birth. | Resource file box listing all community resources available to the public. |
| | | Listen to expectant parents discuss information about natural childbirth classes. | Checklist on community agencies relating to birth. |
| I-B-4 | p. 68 | Listen to resource person on the stages of labor. | Objective test items on stages of labor. |
| I-D-5 | p. 74 | Survey the community agencies and governmental services provided to exceptional infants. | |
| | | Develop a file of agencies that provide services for exceptional infants. | |
| II-A-6 | p. 82 | Visit a day care center or nursery and observe activities planned for physical development. | Oral report of observations made during field trip. |
| II-A-7 | p. 84 | Survey public and private community resources available to meet physical needs of the exceptional child. | |
| | | Investigate equipment that might be needed to meet special needs of an exceptional child. | Checklist on equipment. |

READING SKILL # 12

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-7 p. 84 (Continued) | Organize a file on various resources relating to meeting the needs of exceptional children. | |
| II-A-8 p. 84 | Survey various agencies and materials available in community. | Oral and/or written report of agencies and materials, including purpose which it serves. |
| II-B-5 p. 88 | Visit the work of some community agencies which develop and/or promote a toddler's intellectual/mental development. | |
| | Compile a listing of agencies and resources available in the community which promote a toddler's intellectual development. | Exhibit of how community agencies can promote intellectual development. |
| II-C-4 p. 92 | Identify community resources available to provide for the social development of the young child. | Checklist to evaluate community resources. |
| | Make a survey of types of child care centers in the community. | Report of survey. |
| II-D-3 p. 96 | Identify community services available for children with emotional problems. | |
| II-D-4 p. 96 | Identify community resources available for families with an emotionally disturbed child. | List of sources of help. |
| | Visit a county, regional, or state facility for emotionally disturbed children. | |
| II-D-5 p. 96 | Select toys and play activities from catalogs that help children release energy. | Display of pictures. |
| III-A-8 p. 118 | List agencies in the community that help provide for the physical needs of preschoolers by using telephone directory. | List of agencies in the community that provide for physical needs of preschoolers. |
| III-B-2 p. 120 | Visit a toy store and list 10 toys suitable for preschoolers. | |
| III-B-5 p. 122 | Organize a file of community agencies including service, addresses, phone numbers, and | Project report. |

READING SKILL # 12

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-5 p. 122 (Continued) | contact persons. (Home Degree Project) | |
| III-C-6 p. 126 | Make a list of local organizations which deal with the social needs of preschool children. Identify their purposes. | List of community agencies that deal with the social development of children. |
| IV-A-8 p. 148 | List sources of information from which parents can discover the resources available to them.<br>Survey the community to find the types of available occupations in child care.<br>Make a study of recreational facilities in local community and specify those that could not be available without community effort. | List of sources prepared in class. |
| IV-B-5 p. 154 | List local organizations which deal with and help children.<br>Identify locations of community agencies on a local map by flag markers. | Collection of brochures from community agencies which promote mental/intellectual growth of school-age child. |
| IV-C-4 p. 158 | Investigate changes in school or community to benefit children with special problems. | List of resources available in the community to aid the exceptional child. |
| IV-D-3 p. 164 | List school and community agencies that assist parents of exceptional children. | List for parents of exceptional children. |
| IV-D-4 p. 164 | Identify community agencies that assist families to cope with emotional problems. | List of agencies that assist families. |
| IV-E-4 p. 168 | Compile a list of agencies or organizations which provide supportive guidance services for children. Place this list in day care centers, clinics, etc. (FHA Activity) | Checklist for evaluating supportive agencies. |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 56 | Use case studies to give examples of signs of pregnancy.<br>Organize groups for library research on physical changes (external) in mother and her reduced activity.<br>Summarize the needs for knowledge of the early signs of pregnancy. | Write a theme describing the signs of pregnancy. |
| I-A-2 p. 58 | List foods that supply each of the necessary nutrients for the expectant mother. | Checklist on the health and nutritional needs of the expectant mother.<br>Report on the nutritional and health needs of the expectant mother. |
| I-A-3 p. 60 | | Checklist of all community resources. |
| | List possible consequences of failure to secure medical care early in pregnancy. | |
| | Organize a resource file of community services and resources for student use. (FHA Project) | Report on community resources and child care services available to the expectant mother and father. |
| I-A-5 p. 62 | List the common physical defects of an infant. | Report on the causes of birth defects. |
| I-A-6 p. 64 | | Checklist on responsibilities of family members during expectant mother's pregnancy. |
| | List the changing roles of expectant mother and the expectant father.<br>Develop guidelines for responsibilities of family members during mother's pregnancy. | |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-B-1 p. 66 | Compile a list of pros and cons of breast feeding and bottle feeding. | |
| I-B-2 p. 66 | List ways other than buying that a mother can prepare a layette. | |
| I-B-4 p. 68 | List stages and explain what happens in each stage. | |
| I-B-5 p. 68 | | Report on the various methods of childbirth. Include the advantages and disadvantages of each method. |
| I-C-1 p. 70 | List areas of concern for the mother during the postnatal period. Include exercise, diet, physical activities, personal hygiene, lactation. | |
| I-D-1 p. 72 | | Report on the physical needs of the infant. |
| | Explain the importance of the physical needs of infants. | Scrapbook giving illustrations and descriptions of how to meet the physical needs of infants. |
| I-D-2 p. 72 | List the emotional needs of the infant. | |
| I-D-3 p. 74 | List the social characteristics of an infant. | |
| | Compare the effects of heredity versus environment on the infant's social development. | Report on "How to Meet the Social Needs of an Infant." |
| I-D-4 p. 74 | List the intellectual needs of the infant. | Checklist on the intellectual/mental needs of the infant. |
| | | Chart comparing differences and similarities of the exceptional child to other children. |
| | Develop a file of agencies that provide services for exceptional infants. | |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-1 p. 76 | List ways foods can be made more appealing to children. | |
| II-A-3 p. 78 | List guidelines for toddler safety outdoors. | |
| | Interview a doctor or nurse who works in emergency room to determine main causes of toddler's accidents. | Written report concerning interview. |
| | Make checklist for safety in child's room in the home. | Checklist of safety features found in child's room. |
| II-A-4 p. 80 | | List of solutions to specific bedtime problems. |
| | | An outline of parent discussion of sleeping habits of children. |
| II-A-5 p. 80 | ....list six major points concerning toddler's space and furnishings. | |
| II-A-6 p. 82 | | Plan of appropriate activities for a two-year old child's physical development. |
| | List developmental tasks toddlers learn through play. | |
| II-A-7 p. 84 | | Chart the actions of a "normal" child and exceptional child and compare results. |
| II-A-8 p. 84 | Survey various agencies and materials available in the community. | Written report of agencies and materials, including purpose which it serves. |
| II-B-1 p. 86 | List the expectations at each stage of a toddler's mental development. | |
| II-B-2 p. 86 | List criteria for selecting educational toys, games, books, and activities. | |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-B-2 p. 86 (Continued) | Examine toys in catalog and list toys which would be a good investment for a child's intellectual development. | |
| II-B-3 p. 86 | List the importance of the different types of play on the toddler's intellectual/ mental development. | Write about the various types of play and determine how each contributes to the intellectual/mental development of the toddler. |
| II-B-4 p. 88 | List needs of toddlers with special learning problems. | Checklist of items to consider when planning learning activities for toddlers with special learning problems. |
| II-B-5 p. 88 | Compile a listing of agencies and resources available in the community which promote a toddler's intellectual development. | Exhibit of how community agencies can promote intellectual development. |
| II-C-1 p. 90 | List factors that influence social development of a toddler. | List of environment and hereditary influences on personality. |
| II-C-2 p. 90 | | List of toys and activities that encourage social development. |
| | Visit the toy department of a store. Make a list of toys suggested for the toddler. Indicate if you agree with the age range and purpose suggested. | |
| II-D-1 p. 94 | Summarize ways emotions develop. | List of how emotions develop. |
| II-D-2 p. 94 | List ways that love can be shown to a toddler. | |
| | Prepare a case study based on a toddler's need for security. | |
| II-D-3 p. 96 | | Essay test items. |
| | List some characteristics needed by a parent who is to | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-D-3 p. 96 (Continued) | care for an exceptional child. | |
| II-D-4 p. 96 | Identify community resources available for families with an emotionally disturbed child. | List of sources of help. |
| | List persons who would participate in identifying a child with emotional problems. | |
| II-D-5 p. 96 | List some signs of emotions. | |
| | List typical ways children behave when angry, afraid, lonely, frustrated, content, excited, loving. | |
| II-E-1 p. 98 | | Written report of examples of TV program characters who portray a lack of discipline, guidance, and self-direction and of characters who have been provided with these principles. Compare the results. |
| | List the purposes of discipline. | |
| | Compile a list of incentives other than bribery that might be used to encourage a child to go to bed when asked, to pick up his toys, to treat animals kindly, and to share possessions. | |
| II-E-2 p. 100 | List five or six forms of behavior; find out if they are typical or atypical for the child's age by comparing them with the norms from the readings. | |
| II-E-3 p. 102 | | Write an essay on the various guidance techniques appropriate for toddlers. |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-E-3 p. 102 (Continued) | Make charts showing various guidance techniques appropriate for toddlers. | |
| | Compile a list of guidance techniques that would be appropriate for toddlers. | |
| II-E-4 p. 104 | List some negative effects that could result from undesirable guidance techniques. | |
| | Interview friends or classmates concerning how they will discipline their children when they have their own. Prepare a list of behavior problems ahead of time. Have those you interview react to these examples. Compare and evaluate the results. | |
| III-A-1 p. 106 | List ways food can be made appealing to a preschooler. | |
| III-A-2 p. 108 | List characteristics that are desirable in clothing for preschoolers. | Objective test items on clothing needs of preschoolers. |
| | List appropriate clothing needs in relation to various climates. | Checklist on self-help features in preschoolers' garments. |
| III-A-3 p. 110 | List immunization required by law before child can enter school. | Record book or information sheet used to record immunizations. |
| | Plan a checklist of safety rules that should be observed in a preschooler's environment. | |
| III-A-4 p. 112 | Make a chart showing bedtime routine. | Bedtime chart for a selected child. |
| | Construct a booklet for original bedtime and nap-time stories with illustrations. | Booklet or notebook of bedtime stories. |
| III-A-5 p. 114 | List the furnishings usually found in a preschooler's room. | Project report. |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-A-5 p. 114 (Continued) | Evaluate the convenience and accessibility of furnishings in a child's room to the child himself after walking around the room on your knees. | |
| III-A-6 p. 116 | Organize a card file for outdoor games and activities appropriate for the preschooler. | Card file of outdoor games and activities. |
| | Construct puppets and write skits for them to be performed later. | |
| III-A-7 p. 118 | List ways to meet the physical needs of exceptional children. | List of ways to meet physical needs of exceptional child. |
| III-A-8 p. 118 | List agencies in the community that help provide for the physical needs of preschoolers by using telephone directory. | List of agencies in the community that provide for physical needs of preschoolers. |
| | State guidelines or criteria for selecting a day care center and develop this into a checklist. | |
| | Create (write) a skit to illustrate the functions of local community agencies that serve the preschooler. | (Presentation of skit.) |
| III-B-1 p. 120 | List several principles to help guide a child's intellectual/ mental development. | |
| III-B-2 p. 120 | | Scrapbook giving illustrations and pictures of educational toys, games, books, and activities that promote intellectual/ mental growth. |
| | Make a list of suitable books for preschool children. | |
| III-B-3 p. 122 | Prepare a checklist of school and reading readiness skills. | |
| | Prepare a reading readiness activity. | |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-5 p. 122 | List agencies in the community that assist in promoting intellectual/mental growth in preschool children. | Checklist to establish criteria for analyzing services of community agencies. |
| | Organize a file of community agencies including service, addresses, phone numbers, and contact persons. (Home Degree Project) | Project report. |
| III-C-1 p. 124 | | Paragraph on your ideas of a child who is well adjusted socially. |
| | List the major goals of the socialization process. | |
| | List home situations that influence social development of the preschool child. | |
| III-C-2 p. 124 | List ways to help a preschool child build a self-concept. | List of ways to help a preschool child build a positive self-concept. |
| III-C-4 p. 126 | Observe a group of preschoolers at play; record their responses to each other. | |
| | Analyze (in writing) play activities of a specific child. | |
| III-C-5 p. 126 | List handicaps which may cause a child to feel inferior. | Chart of handicaps which may cause a child to feel inferior. |
| III-C-6 p. 126 | Make a list of local organizations which deal with the social needs of preschool children. Identify their purposes. | Checklist to evaluate child care centers.<br>List of personal qualifications needed for working with children.<br>List of community agencies that deal with the social development of children. |
| III-D-1 p. 128 | Make a list of the emotional needs of a preschool child. Suggest ways to meet these needs. | |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-D-2 p. 128 | Observe children in a preschool situation; write brief accounts of emotional outbursts and discuss. | Summary of **classmates'** suggestions as desirable and undesirable ways of controlling emotions. |
| III-D-3 p. 130 | Observe at a nursery or kindergarten where exceptional children are enrolled. List ways that their emotional needs were being met. Report to class on your observations. | Report on observations at nursery school or kindergarten. |
| III-D-4 p. 130 | Make a directory of the agencies in your community that meet the emotional needs of preschool children; share with young mothers in the community. (FHA Activity) | Directory of agencies available in community for preschool children. |
| III-E-1 p. 132 | ....Make a list of common behavior problems of preschool children derived from the interview. Star all the positive responses used by the parents interviewed. | List of behavior problems and solutions from interview. |
| III-E-2 P. 132 | Observe at a day care center and record how children handle their impulses. | |
| | List guidelines for helping a preschooler master his impulses. | List of guidelines. |
| | Set up plans for helping a child develop acceptable habits of behavior; for example, make provision for toy storage, personal possessions. | Written plans for helping a child develop acceptable habits of behavior. |
| III-E-3 p. 134 | Make a list of household chores appropriate for a preschool child. | |
| | List ways to instill responsibility in preschool children. | List of ways to instill a sense of responsibility in children. |
| III-E-4 p. 134 | Observe a kindergarten teacher working with a group of preschoolers. Report in writing | |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-E-4 p. 134 (Continued) | on some of the guidance techniques used. | |
| IV-A-1 p. 136 | | Outline of physical growth of a child. |
| | Prepare a list of nutritional snacks for school-age students. | |
| | Create one nutritional commercial on snacks for TV to replace candy bar commercial. | Student personal written evaluation of experience. |
| IV-A-2 p. 138 | Identify (in writing) favorable and unfavorable features on children's clothing brought from home or pictures of clothing. | |
| | Observe children in elementary grades and record their attitude toward clothing. | |
| | Make a checksheet to use in evaluating garments for children (concept information and development of a positive self-concept). | Checklists made by students of children's care of their clothing. |
| | | Booklet of appropriate patterns for school-age child. |
| | | Paragraph on the influence of clothing on developing positive self-concepts in school-age children. |
| IV-A-3 p. 140 | List reasons for specific school and home safety rules applicable to 6-12 year olds. | |
| | List common daily activities of a 6-12 year old child that require safety precautions. | |
| | Describe (in a written report) ways children 6-12 can be taught accident prevention at home and school. | |
| | Plan a checklist for evaluating safety at home, classroom, | |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-A-3 p. 140 (Continued) | school, or playground, and toys or games. | |
| | "Childproof" your home for 6-12 year old. (Home Degree Project) | (Written) project report. |
| IV-A-4 p. 142 | Report on sleeping experiences when baby-sitting, list common concerns, identify causes of and methods of dealing with these problems. | |
| | List some ideas that could be used for quiet play before bedtime. | |
| | List ways to help a school-age child develop desirable sleeping habits. | List of ways to help a school-age child develop desirable sleeping habits. |
| | Compare (in writing) bedtime regulations of various families. | |
| IV-A-5 p. 144 | List reasons a school-age child should have a room of his own (if space permits) or privacy. | |
| | List personal furniture needs of school-age child. | Report on furniture they would purchase for a school-age child's room if it was completely empty. |
| | Develop a checklist for: furniture, sleeping and bedding needs, studying needs, household equipment for a school-age child. | |
| IV-A-6 p. 146 | Relate (in writing) the role of music, radio, movies and television to a child's physical development. | |
| | List suggestions for parents in promoting physical growth. | |
| | Create or invent a game that provides for physical development (indoor and outdoor), including a written description. | |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-A-7 p. 148 | Interview parents of exceptional children to find out common physical problems and how they handle them. | Written evaluation of persons interviewed. |
| | Describe (in writing) ways to encourage the exceptional child to participate in activities with other children. | Individual reports on different types of exceptional (example: gifted child, child with mental retardation, physically handicapped child, etc.), their physical needs and how parents, families, and schools can meet these needs. |
| IV-A-8 p. 148 | List sources of information from which parents can discover the resources available to them. | List of sources prepared in class. |
| | Make a study of recreational facilities in local community and specify (in writing) those that could not be available without community effort. | |
| IV-B-1 p. 150 | | Theme on what they learned from reading five resources in intellectual development of school-age children. |
| | Develop criteria for selecting books parents could have available for their children. | Criteria developed for choosing books at home. |
| IV-B-2 p. 150 | List ways parental guidance affects school performance. | |
| | | Comparison list of reading skills of children from different environments. |
| IV-B-3 p. 152 | Write a play with parents and children choosing toys for intellectual influence and development. | |
| | Develop a theme on the effect of modeling behavior upon the school-age child. | Theme on effect of modeling. |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-B-3 p. 152 (Continued) | Develop a plan for parents to model (for skills in selecting a TV program). | Plan developed--checklist to evaluate plan. |
| | Bring choices of toys from home; evalute (in writing) their educational benefit. | |
| IV-B-4 p. 154 | Write a prescription to meet the educational needs of a child. | |
| IV-B-5 p. 154 | List local organizations which deal with and help children. | |
| IV-C-1 p. 156 | List and discuss positive personality traits. | Checklist of positive personality traits. |
| IV-C-2 p. 156 | Compile a list of basic needs of children from all cultures. | List of different cultures observed in community. |
| | Identify (in writing) variances in child care practices according to the culture into which they were born. | |
| | | List of factors contributing to a positive self-concept. |
| IV-C-3 p. 158 | State in paragraph form how you think the five individuals influenced your life. | Paragraphs of personal evaluation. |
| | Develop a checklist to determine whether the experience with the individual was negative or positive. | Checklist on positive and negative experiences of school-age children. |
| IV-C-4 p. 158 | | Research paper on different types of exceptionalities. |
| | List the characteristics of each type of exceptionality. | |
| | Investigate changes in school or community to benefit children with special problems. | |
| IV-C-5 p. 160 | Make a list of responsibilities the community should assume for children. | List of resources available in the community to aid the exceptional child. |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-C-5 p. 160 (Continued) | Gather information and make a list of all available community resources that help to meet a school-age child's special needs. | Checklist to evaluate community facilities that help to meet a child's social needs. |
| IV-C-6 p. 160 | List home situations that influence social development. | |
| | Write a paragraph describing a child who is well adjusted socially. | Paragraph on your ideas of a child who is well adjusted socially. |
| IV-D-1 p. 162 | List home situations that influence emotional development. | |
| IV-D-2 p. 162 | List the emotional needs of school-age child. | |
| | Research ways to meet emotional needs of the school-age child. | |
| | Write a paper on ways to meet the emotional needs of the school-age child. | Research paper meeting emotional needs of school-age children. |
| IV-D-3 p. 164 | List some of the emotional problems of exceptional children. | Report on emotional problems of exceptional children. |
| | List school and community agencies that assist parents of exceptional children. | |
| | | Written paragraph about resource person's discussion. |
| | List criteria for analyzing services of community agencies. | Summary of services offered. |
| | List some of the issues confronting parents in planning home or institutional care for children with handicaps. | |
| IV-D-4 p. 164 | Identify community agencies that assist families to cope with emotional problems. | Paragraph and/or summary of services offered. |
| IV-E-2 p. 166 | Observe an elementary group to observe how the teacher | Written report of personal reaction to |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-E-2 p. 166 (Continued) | handles or prevents problems. | the observation. |
| | Select one problem situation and determine own guidance technique to use. | List of authors of guidance techniques and written explanation of reason chosen. |
| IV-E-4 p. 168 | Develop a checklist for evaluating the supportive agencies. | Checklist of guidance services available in the community. |
| | Evaluate the agencies visited by the students. Write criteria for evaluating them. | Checklist for evaluating supportive agencies. |
| | Compile a list of agencies or organizations which provide supportive guidance services for children. Place this list in day care centers, clinics, etc. (FHA Activity) | |

MATHEMATICS SKILL # 1 : The student translates numerical forms of

and rational numbers.

SKILL # 2 : The student orders fractions, decimals, or percents.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-2 p. 58 | Plan and compare one day's menu for the mother-to-be with recommended dietary requirements needed daily. | Report (using rational numbers) the daily nutritional needs of the expectant mother. |
| I-A-4 p. 60 | (Record the relationship of weight gained during pregnancy from case studies.) | |
| I-B-2 p. 66 | Use a catalog to select a layette for a baby.<br>Examine furniture and layette equipment in department stores. | (Estimate cost of purchasing equipment and layette for baby.) |

MATHEMATICS SKILL # 3 : The student identifies customary or metric units to measure length, area, weight, time, and temperature.

and

SKILL # 9 : The student applies customary or metric units of measurement to determine length, area, volume, weight, time, and temperature.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-2 p. 58 | Discuss the number of hours of sleep the pregnant woman needs each night and the number of rest periods during the day. | Checklist. |
| II-A-2 p. 80 | Define space needs and furnishings for a toddler. | |
| | Create a room design or floor plan for a toddler that is adequate for his space needs. | (Floor plan.) |
| III-A-1 p. 106 | Plan a menu, make a market order, and prepare a nutritious meal for a preschooler. | (Determine amounts of various nutrients needed.) |

MATHEMATICS SKILL # 4 : The student identifies sets of points using standard names or Cartesian Coordinates.

and

SKILL # 5 : The student identifies geometric relations and properties.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-5 p. 80 | Create a room design or floor plan for a toddler that is adequate for his space needs. | |
| III-A-5 p. 114 | Construct a model room using a shoe box and handmade furniture models. | |

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MATHEMATICS SKILL # 6 : The student applies formulas and proportions.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-5 p. 80 | (Measure the walls, windows, and floor.)<br>(Determine how much floor covering, wall covering, and material for curtains is needed.)<br>(Give height of child. How many times higher is this room than child?) | (Find area of the room.) |
| III-A-5 p. 114 | Construct a model room using a shoe box and handmade furniture models. | |

MATHEMATICS SKILL # 8 : The student determines amounts of money.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-B-2 | p. 66 | Plan a layette within a given budget. | Checklist on items needed in a layette.<br>Objective test on planning a layette within a given budget. |
| I-B-3 | p. 68 | Compare cost of birth using different methods. | |
| II-B-2 | p. 86 | Examine toys in a catalog and list toys which would be a good investment for a child's intellectual development. | Scorecard to evaluate educational toys, games, books, and activities. |
| III-A-1 | p. 106 | Plan a menu, make a market order (cost), and prepare a nutritious meal for a preschooler. | |
| III-A-2 | p. 108 | Discuss a hypothetical shopping trip to purchase a preschooler's wardrobe. | |
| III-A-5 | p. 114 | Plan ways to furnish a preschooler's room on a given budget. | |

MATHEMATICS SKILL # 10 : The student estimates results using rounded numbers with or without units of measurement.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 56 | (Given date of the last menstrual period, estimate the expected date of delivery.) | (Objective quiz.) |
| Objective: | Estimate the date of delivery of the baby. | |
| I-B-1 p. 66 | Plan a layette within a given budget. | Checklist on items needed in a layette (with estimated cost). |

| | | |
|---|---|---|
| MATHEMATICS | SKILL # 11 : | The student selects appropriate operations. |
| | and<br>SKILL # 12 : | The student solves simple word problems. |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 56 | (Calculate due date of pregnancy.) | (Word problems.) |
| I-A-2 p. 58 | Plan and compare one day's menu for the mother-to-be with recommended dietary requirements needed daily.<br>Determine number of calories from menu for pregnant female. | Checklist on the health and nutritional needs of the expectant mother. |
| I-B-2 p. 66 | Plan a layette within a given budget; calculate cost. | Objective test on planning a layette. |

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MATHEMATICS SKILL # 13 : The student organizes data into tables, charts, and graphs.

and

SKILL # 14 : The student interprets data which has been organized.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-A-4 | p. 60 | (Graph weight and length of the developing fetus throughout pregnancy.) | (Objective test on developmental stages of pregnancy.) |
| I-D-1 | p. 72 | (Graph weight and length of the infant during the first year.) | (Objective test items.) |
| I-D-5 | p. 74 | Survey community agencies and governmental services provided to exceptional infants. | Chart comparing differences and similarities of the exceptional child to other children. |
| II-A-7 | p. 84 | Compare an exceptional and "normal" child's physical needs. | Chart the actions of a "normal" child and exceptional child and compare results. |
| II-B-1 | p. 86 | Compare two or more toddlers who are the same age and note the differences in mental development. | Comparison of toddlers of the same age. |
| II-C-4 | p. 92 | Make a survey of types of child care centers in the community. | Report of survey. |
| III-A-4 | p. 112 | Make a chart showing bedtime routine. | Bedtime chart for a selected child. |
| III-B-2 | p. 120 | Develop a checklist to evaluate educational toys, books, games, and activities for preschoolers. | Checklist for evaluating educational toys, games, books, and activities. |
| IV-A-1 | p. 136 | Survey foods liked and disliked by your classmates or 6-12 year olds. | |
| IV-A-4 | p. 142 | Compare bedtime regulations of various families. | |
| IV-A-8 | p. 148 | Survey the community to find the types of available occupations in child care. | |

SCIENCE SKILL # II-D : Describes and identifies foods as sources of biochemical energy.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-2 p. 58 | Discuss nutrition and pregnancy. | Crossword puzzle, checklist, report on the health and nutritional needs of the expectant mother. |
| | List foods that supply each of the necessary nutrients for the expectant mother. | Multiple choice flash cards of snacks for the expectant mother. |
| I-D-1 p. 72 | Identify the nutritional and health needs of the infant. | Objective test items. |
| II-A-1 p. 76 | View and discuss filmstrips on food needs of toddlers. | Study sheet. |
| | Read in textbooks about food needs. | Study sheet. |
| III-A-1 p. 106 | Read to determine the food needs of preschool children. | Food game: Nutrition Bingo. |
| | Listen to resource speaker. | Objective test items. |
| | View and discuss filmstrips on food needs of preschoolers. | |
| IV-A-1 p. 136 | Read and discuss food needs of school-age children and ways of meeting the food needs of school-age children. | Objective test items. |

SCIENCE SKILL # II-E : Uses safe procedures in handling hazardous chemicals.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-5 p. 62 | Examine factors which may cause irregularities in development, drugs, etc. | Discussion on causes of birth defects. |
| II-A-3 p. 78 | Compare with illustrations hazardous situations vs. safe situations in the home. | |
| | Plan ways to provide a safe living environment for a toddler by "baby-proofing" the home. | Analysis of case study relating to toddler safety in the home. |
| II-A-5 p. 80 | Demonstrate ways to "child proof" various rooms in the house. | Checklist on "child proofing" homes. |
| IV-A-3 p. 140 | Plan a checklist for evaluating safety of home, classroom, school, or playground, and toys or games. | |
| | Construct a bulletin board illustrating safety rules for children. | Booklet of ways to handle childhood emergencies. |
| | "Child proof" your home for a 6-12 year old. (Home Degree Project) | |

SCIENCE SKILL # III-C : Explains the transfer of genetic information.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-B-1 p. 120 | Determine factors that influence intelligence. Examine relationships of heredity vs. environment. | Objective test. |

SCIENCE SKILL # III-D : Describes the inheritance of human traits with emphasis on hereditary diseases.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-5 p. 62 | List the common physical defects of an infant. | Objective test. |
| | Listen to a pediatrician discuss the major causes of birth defects. | Report on causes of birth defects. |
| | Examine factors which may cause irregularities in development. Include Rh factor; incompatability of genes; abnormalities in chromosomes. | |

SCIENCE SKILL # III-E : Recognizes environmental impact on

and personal life.

SKILL # III-F : Manages personal environment in an effective manner.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-5 p. 62 | Examine factors that cause irregularities in development: diseases, drugs, x-rays, diet, V-D, alcoholism, smoking, pollution. | Objective test. |
| II-A-3 p. 78 | Collect weekly newspaper clippings on toddler safety in the home and summarize. | Checklist. |
|  | Role play coping with a toddler emergency situation. | Participation in class. |
| III-A-3 p. 110 | View filmstrip on safe environment for preschool children. | Objective test. |
|  | List immunizations required by law. |  |
| IV-A-3 p. 140 | Identify chief dangers that beset children at each age level. | Bulletin board on chief dangers. |
|  | Listen to speaker from health department discuss the types of diseases that school-age children need to be immunized against. |  |

SCIENCE SKILL # III-G : Measures and analyzes changes in living systems.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-4 p. 60 | View filmstrips, charts, or other audio-visual aids to describe the physical development which occurs in each prenatal stage. | Verbalize information on prenatal life's development. |
| | Read resources on prenatal development. | Objective test. |
| | Arrangement of the correct sequence of the developmental stages of baby development during pregnancy. | |
| I-A-5 p. 62 | Examine factors which may cause irregularities in development. Include Rh factor; age of mother; diseases, such as rubella; incompatability of genes; abnormalities in chromosomes; drugs and x-rays; diet; venereal disease; alcoholism; smoking. | Report on the causes of birth defects. |

# CORRELATION OF

# FOODS AND NUTRITION

# WITH

# OBJECTIVES FOR

# READING

# WRITING

# MATHEMATICS

# SCIENCE

READING SKILL # 1 : The student distinguishes between fact and opinion.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-A-2 | p. 174 | Identify food needs for different stages of the life cycle.<br>State how health problems can affect food needs of the individual. | Oral report on teenage food needs, age, size, and activity. |
| I-B-1 | p. 176 | Keep a food record of everything eaten for a week and determine why choices were made.<br>Experiment with food identification using the five senses.<br>Describe the influence that various cultures have on present food choices, given a list of cultures. | Written report on home-degree project.<br>Identify at least one food advertisement that appeals to you for each of the following reasons: (a) flavor, (b) emotions, (c) family customs, (d) values. |
| I-B-2 | p. 176 | List the differences in nutritious snacks and "junk food." | Collage or bulletin board on nutritious snacks.<br>Exhibit about nutritious snacks to be displayed within the school. (FHA) |
| I-B-3 | p. 178 | Give reasons why people eat out rather than prepare meals at home. | A restaurant guide to local commercial eating places including a comment on the atmosphere, variety of foods, type of service, and price range.<br>Rating scale of menus from commercial eating places. |
| II-A-1 | p. 180 | Observe advertisements on TV and describe effects on the consumer. | Summary of types of advertisements. |

READING SKILL # 1

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-1 p. 180 | Debate on the effectiveness of advertising.<br>Conduct a buzz session: How consumers use advertising in food buying. | Conclusions as to the effectiveness of food advertisements.<br>Objective test items on advertisement. |
| II-A-3 p. 182 | List advantages and disadvantages of buying in quantity.<br>Explain why storage space should be considered before buying in quantity. | Comparison analysis chart.<br>Conclusions concerning buying in quantity. |
| II-A-4 p. 182 | Identify types of food stores and compare advantages and disadvantages including service.<br>Conduct survey of food stores patronized by parents to see where most of them shop and why. | Conclusions about advantages of different types of stores. |
| II-A-5 p. 182 | Debate pros and cons of shopping on a weekday versus weekend.<br>Discuss the influence of season and geographic location on availability and cost of food. | Checklist of best times to buy (produce, meats, etc.), including seasons. |
| II-B-2 p. 186 | Debate: Advertised brands are better in quality than store brands.<br>View filmstrip: "Winning the Grocery Game."<br>Take a field trip to local grocery stores to do comparison shopping on foods in all Basic Food Groups. | Comparison of familiar advertised brand names and store brands.<br>Report on cost and quality of various brand names. |
| III-A-2 p. 188 | View and discuss filmstrip on storage containers. | Checklist on storage of basic food groups. |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-A-2 p. 188 (continued) | Compile a list of factors that would help determine how food is to be stored for convenience. | Checklist on storage of basic food groups. |
| III-B-1 p. 190 | Compare the cost of home preserved food with commercially preserved food and the time saved. | Summary of lab experiment. |
| | Compare the quality and cost of meals frozen at home with commercially packaged meals. | Rating scale for frozen meal. |
| IV-A-1 p. 192 | Interview family members concerning family's budgeting, time available, size, age, and health; summarize and present results to class of how these factors affect family meal habits. | Summary of factors influencing family meal habits. |
| IV-B-3 p. 194 | Hold buzz sessions on the theme, "Use your Head and Save Your Heels." | Checklist for work areas. |
| IV-C-6 p. 198 | Develop a checklist to evaluate appearance and quality of food. | Contest on attractiveness and palatability of dishes prepared. |
| | Evaluate food served in lab, at home, in school lunchroom, in restaurants. | Checklist on appearance and eating qualities of prepared food. |
| V-A-2 p. 204 | Collect pictures of different table settings and discuss how the hostess intended to serve the meal for each table setting. | Score card for evaluating type of table service. |
| | | Checklist for table service. |
| | Make decisions as to which method of serving food is best for different occasions. | |
| | Tell why it is important to serve in different ways. | |

READING SKILL # 1

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| V-B-1 p. 206 | Make a comparison of types as to cost, care, and attractiveness. | Picture illustration of table appointments. |
| V-B-2 p. 206 | Discuss how the occasion would influence the selection of table appointments.<br>Analyze a family situation by selecting the correct appointments to meet family needs. | Written report on comparison of quality and cost of types of table appointments. |
| V-D-1 p. 210 | Compare the way food is served in the lunchroom and a popular eating place or at home. | |
| V-D-2 p. 210 | Practice serving a meal family style or more formal style; discuss advantages and disadvantages of each. | Checklist of methods of serving foods. |
| V-E-1 p. 212 | Discuss the ways of forming good table manners. | Objective test on acceptable rules of etiquette.<br>List of accepted and unaccepted table manners. |
| V-E-2 p. 212 | List points in table manners which you need to improve.<br>Demonstrate how people can become more poised in handling common, embarrassing situations at the table. | |

READING SKILL # 2 : The student recognizes explicitly stated main ideas, details, sequence of events, and cause and effect relationships.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 174 | Demonstrate knowledge by playing "Concentration Card Game" showing the daily food needs of the individual. | Crossword puzzle on Basic Food Groups. |
| | Make a scrapbook using pictures from magazines showing the different kinds of foods from the daily food guide. | |
| I-A-2 p. 174 | Identify food needs for different stages of the life cycle. | Oral reports on teenage food needs according to sex, age, size, and activity. |
| | Select breakfast, lunch, and dinner from food models for individuals in relation to various stages of life cycle, activities, and sex. | |
| | State how health problems can affect food needs of the individual. | |
| I-B-4 p. 178 | Identify meal patterns that are commonly used. | Checklist on meal pattern plans. |
| II-A-1 and 2 p. 180 | Study food ads of local food stores to compare prices and brands. | Teacher-prepared survey sheet to be filled out by the students while in the store. |
| | Define impulse buying and how it affects the use of the food dollar. | |
| | Construct a shopping list using preplanned meals. | |
| II-A-3 p. 182 | Study labels to determine serving sizes of various food items. | |

READING SKILL # 2

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-4 p. 182 | Visit different types of stores and compare costs of specific items. | |
| II-B-1 p. 184 | Collect, display, and discuss labels from various foods. | List of required information on a food label. |
| II-B-3 p. 186 | List desirable buying practices. | |
| | Determine method of payment for food (food stamps, check, cash, charge card). | |
| IV-A-1 p. 192 | Interview family members concerning family's budgeting, time available, size, age, and health; summarize and present results to class of how these factors affect family meal habits. | Checklist of criteria for planning nutritious meals. |
| | Divide into small groups and plan a visual display or poster for one of the characteristics of appealing meals--color, flavor, texture, size, shape, and temperature. | |
| IV-A-2 p. 192 | Demonstrate the importance of time in planning and preparing meals. | |
| IV-B-1 p. 194 | Identify equipment and placement of equipment by having a scavenger hunt. | Objective test items on use and identity of small equipment. |
| | Demonstrate cooking various foods using proper cooking tools. | List of uses for small items. |
| IV-B-2 p. 194 | Construct posters showing proper sanitation and safety practices. | |
| IV-B-3 p. 194 | Collect pictures of each of the four basic kitchen plans; evaluate each. | |

READING SKILL # 2

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| IV-C-2 | p. 196 | Demonstrate different methods of preparing foods; summarize principles. | |
| IV-D-1 | p. 200 | Read assigned information relating to planning and serving foods when entertaining. | |
| | | Research careers relating to planning and preparing foods for entertaining. | |
| V-A-1 | p. 204 | Study and identify information on types of meal service. | |
| | | Role play responsibilities for different types of meal service. | |
| | | Plan simple menus and demonstrate by groups the various types of meal service. | |
| | | Draw a diagram of a selected type of meal service. | |
| V-A-2 | p. 204 | Set table for specific menus and occasions and indicate placement of food. | |
| V-C-1 | p. 208 | Investigate reasons for placement and usage of tableware. | |
| V-D-1,<br>V-D-2 | p. 210 | Investigate methods of serving food for different occasions. | List of rules for table service. |
| | | Identify reasons for the rules given for correct table service. | |
| V-E-1,<br>V-E-2 | p. 212 | Discuss ways of forming good table manners. | List of accepted and unaccepted table manners. |
| | | Role play incorrect and acceptable manners. | Checklist of do's and don'ts. |

READING SKILL # 3 : The student interprets instructions.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-A-1 | p. 174 | Demonstrate knowledge by playing "Concentration Card Game" showing the daily food needs of the individual.<br>Play "Soup's On" game. | |
| I-B-1 | p. 176 | Plan and carry out home-degree project on improving daily diet. | |
| II-B-1 | p. 184 | Create a label for a product students have made at home in home canning. | |
| II-B-3 | p. 186 | Purchase food for family for a week. (Home Degree Project) | Home project report. |
| III-A-1 | p. 188 | Plan and construct simple storage containers. | |
| III-A-2 | p. 188 | Develop and use a system to use in home for rotating food stock. (Home Degree Project) | |
| III-B-1 | p. 190 | Plan a meal that could be prepared ahead of time and frozen. | Rotating scale for frozen meal. |
| III-B-1 | p. 190 | Observe a home economist demonstrate how to can fruits and vegetables.<br>Play "Food Preservation Jeopardy" on identification and explanation of equipment used in preserving food.<br>Make a chart of foods preserved, including dates and amounts. | Checklist for preserved foods. |

READING SKILL # 3

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| IV-A-1 | p. 192 | Read and interpret rules to apply when planning meals.<br>Play "Sack Lunch Game" to determine balanced and unbalanced meals. | |
| IV-A-2 | p. 192 | Plan menus for various income levels. | Checklist for meal preparation. |
| IV-B-1 | p. 194 | Compile a display of kitchen tools with identification tags according to use.<br>Play "Musical Equipment Game." (Pass equipment in a circle to music. When music stops, name equipment or sit.)<br>Demonstrate cooking various foods using proper cooking tools. | |
| IV-B-2 | p. 194 | Demonstrate the use of the fire extinguishers.<br>Present a demonstration on how to use one of the appliances safely and properly. | A rating sheet on demonstration of safety and use of equipment. |
| IV-B-3 | p. 194 | Mark the path to prepare a recipe and clean up on a kitchen drawing. | |
| IV-C-1 | p. 196 | Read instruction booklets for the appliances in the lab and outline the special instructions for their use and care.<br>Observe a demonstration by utility representative on use of microwave and other new equipment. | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-C-1 p. 196 (Continued) | Arrange an exhibit of cookery tools made from different materials; compare how material influences use, care, and appearance of each item. | Rating scale for cookware materials. |
| | Demonstrate use of small appliances. | |
| | Demonstrate use and care of large equipment. | |
| IV-C-4 p. 198 | Discuss what to do in case of kitchen hazards; list points of importance. | Completion test on the best way to eliminate home hazards. |
| IV-C-5 p. 198 | List steps and give reasons for suggested order for dishwashing by hand and with a dishwasher. | Checklist on clean-up procedures and good work habits used in laboratory. |
| | Develop a list of good work habits for preparing food. | |
| | Discuss ways to organize your work before starting to wash dishes. | |
| | Establish a written list of rules of sanitary practices of handling food. | Written list of rules on sanitary practices. |
| IV-C-6 p. 198 | Develop a checklist to evaluate appearance and quality. | |
| | Recycle leftovers in a lab experience. | |
| IV-D-1 p. 200 | Make a scrapbook or file containing food ideas for informal occasions. | Scrapbook of food ideas for informal occasions. |
| | Collect and organize recipes for selected entertaining occasions. | |

READING SKILL # 3

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-D-1 p. 200 (Continued) | Plan suitable refreshments for various types of entertaining for own age group, for a family, for young children, for a group of the elderly. | |
| | Plan food for an entertainment to be carried out at home. (Home Degree Project) | |
| | Plan food for entertainment for the FHA Chapter. | |
| | Research careers relating to planning and preparing foods for entertaining. | |
| IV-D-2 p. 202 | Demonstrate the use of the food processor in preparing certain foods creatively. | |
| | Demonstrate the use of selected small equipment in preparing food for parties, holidays, and informal occasions. | |
| | Plan and prepare a dinner at home for a specific entertaining occasion. | |
| | Plan, prepare, and serve foods relating to foreign countries. | |
| | Make different simple refreshments for a selected occasion. (FHA) | Rating scale for refreshment preparation. |
| IV-D-3 p. 202 | Demonstrate how to use a pastry tube or cake decorator to make finishing touches for main dishes, vegetables, and desserts. | Rating scale for decorated cake. |
| | Demonstrate ways to make sandwiches more attractive. | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUE |
|---|---|---|
| IV-D-3 p. 202 (Continued) | Create a centerpiece for a special occasion. | Checklist for centerpiece. |
| | Plan menu and ways to serve food creatively for a selected occasion, such as a tea, cookout, or birthday. | |
| | Plan and prepare a formal tea for faculty or parents. (FHA) | |
| V-A-1 p. 204 | Plan sample menus and demonstrate by groups the various types of meal service. | |
| | Draw a diagram of a selected type of meal service. | Diagram of selected type of meal service. |
| V-A-2 p. 204 | Collect pictures of different table settings and discuss how the hostess intended to serve the meal for each table setting. | |
| | Plan ways to conserve time and energy in setting and serving meals. | |
| V-B-1 p. 206 | Use a single menu and draw a place setting needed for chosen menu. | Score card for evaluating. |
| V-C-1 p. 208 | Demonstrate placement and usage of tableware. | Checklist for table setting. |
| | Construct a bulletin board showing placement of table for different occasions. | |
| V-C-2 p. 208 | Draw a cover on a paper placemat for a specific menu. | Cover drawn on paper placemat for correct placement. |
| | Participate in a table setting contest to see who can set the most attractive setting most economically. | Score card for contest. Have outside judges select most appropriate centerpiece considering occasion, type of tableware, money, and ingenuity. |
| | Set the table for a fictitious meal. | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| V-C-2 p. 208 (Continued) | Correctly set the table at home for a week. | |
| V-D-1 p. 210 | Perform duties for a mock table service, applying rules learned. | |
| V-D-2 p. 210 | Discuss do's and don'ts for various types of meals. | |
| | Demonstrate methods of serving food for different occasions (by groups). | Checklist of methods for serving foods. |
| | Role play serving meal to seated guests. | |
| | Serve meals in the laboratory. | |
| | Serve meals at home. (Home Degree Project) | Project report. |
| | Serve banquet, dinner, or luncheon to a school or civic group. (FHA Chapter Project) | |
| V-E-1 p. 212 | Draw a cartoon strip about a funny incident involving table manners. | |
| V-E-2 p. 212 | Role play incorrect and acceptable manners. | |
| | Role play ordering food, being served, eating, and tipping. | |
| | Practice computing the amount of tips. | Problem solving: computation of amount of tips on specified amounts. |
| | Improve personal etiquette through a home degree project. | Project report. |

READING SKILL # 4 : The student recognizes implicitly stated main ideas, details, sequences of events, and cause and effect relationships.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-A-1 | p. 174 | Identify the number of servings recommended daily from each food group. | |
| | | Classify foods from the four food groups using food models. | Paper-pencil test on basic food groups. |
| I-A-2 | p. 174 | Identify food needs for different stages of the life cycle. | |
| | | Select breakfast, lunch, and dinner from food models for individuals in relation to various stages of life cycle, activities, and sex. | Analysis of a daily record of food eaten by each student and family members. |
| | | Develop a plan to set up a club for people who want to lose weight. | |
| I-B-1 | p. 176 | List your favorite foods in each of the four food groups. | Identify at least one food advertisement that appeals to you for each of the following reasons: (a) flavor, (b) emotions, (c) family customs, (d) values. |
| I-B-2 | p. 176 | Identify empty calorie foods. | Objective questions on values and hazards of snacks. |
| II-A-1 | p. 180 | Identify means of advertisements. | Summary of types of advertising. |
| | | Investigate methods used by local stores to encourage shopper to buy on impulse. | |

READING SKILL # 4

| COMPETENCY/SKILL/ OBJECTIVE (PAGE NUMBER) | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-3 p. 182 | Determine amounts to purchase for a single person, a couple, a family of four, and a family of eight, using the same menu. | Objective test items.<br>Record food intake for three days including serving sizes. |
| II-B-1 p. 184 | Determine whether or not labels meet FDA requirements. | List of required information on food labels. |
| | Bring in labels from canned and packaged foods and analyze the labels for additives. | Evaluation of different food labels for type of information listed. |
| III-A-2 p. 188 | Compile a list of factors that would help determine how food is to be stored for convenience. | |
| | Evaluate cost, ease of use, special features, and retention of product quality. | |
| | Develop and use a system to use in home for rotating food stock. (Home Degree Project) | |
| III-B-1 p. 190 | Complete questionnaire on food preservation. | Food preservation questionnaire. |
| III-B-2 p. 190 | Classify different methods foods are preserved. | |
| | List advantages and disadvantages of various methods of food preservation. | |
| | State guidelines of food preservation in lab. | |
| IV-A-1 p. 192 | Read and interpret rules to apply when planning meals. | |
| | Develop a checklist of criteria for planning meals. | Checklist of criteria for planning nutritious meals. |

READING SKILL # 4

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-A-1 p. 192 (Continued) | Plan meals for three days for a single homemaker, a young couple, a family with young children, an elderly couple. | |
| | Plan family meals for week in terms of nutritional needs and other criteria. (Home Degree Project) | |
| IV-B-1 p. 194 | List the small equipment in your home that are time and energy savers. | Objective test items on use and identity of small equipment. |
| | Compile a display of kitchen tools with identification tags according to use. | List of uses for five small appliances. |
| IV-B-2 p. 194 | Study appliance booklets and report to class safety features. | Objective test items on safety. |
| IV-C-2 p. 196 | List various ways of preparing foods in each of the food groups. | |
| | Investigate the types of methods associated with different cultural, religious, and regional groups. | |
| IV-C-5 p. 198 | List steps and give reasons for suggested order for dishwashing by hand and with a dishwasher. | Written list of rules on sanitary principles. |
| V-A-1 p. 204 | Study and identify information on types of meal service. | Test items on table service. |
| V-B-1 p. 206 | Read about basic characteristics of table appointments. | |
| | Compile a list of rules for choosing table appointments. | |
| | Discuss how the occasion would influence the selection of table appointments. | |
| | List minimum appointments for a young couple. | |

READING SKILL # 5 : The student interprets semantic relationships.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-B-2 | p. 176 | Define a "snack food" and list possible snack foods.<br>Identify "empty calorie" foods. | Objective questions on values and hazards of snacks. |
| I-B-4 | p. 178 | Identify meal patterns that are commonly used. | Checklist on meal pattern plans. |
| II-A-1 | p. 180 | Identify means of advertisements. | Summary of types of advertising. |
| II-A-2 | p. 180 | Define impulse buying and how it affects the use of the food dollar.<br>Prepare your family's weekly grocery list and shop with teacher or parent and compare food items under different brand names. (Home Degree Project) | Teacher-prepared survey sheet to be filled out by students while in the store. |
| II-A-4 | p. 182 | Identify types of food stores and compare advantages and disadvantages including services. | Matching test on types of stores with a list of services provided. |
| II-A-5 | p. 182 | Discuss family activities in relation to shopping terms. | |
| II-B-1 | p. 184 | Define terms, such as unit pricing, open dating, universal product code. | |
| III-A-1 | p. 188 | Identify the different kinds of food storage (refrigerated, dry, and freezer). | Test items on principles of food storage. |
| III-A-2 | p. 188 | Play "Storage Unscramble" to identify improperly stored foods. | |

READING SKILL # 5

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| III-B-2 | p. 190 | Play "Food Preservation Jeopardy" on identification and explanation of equipment used in preserving food. | |
| IV-A-1 | p. 192 | Read and interpret rules to apply when planning meals.<br>Divide into small groups and plan a visual display or poster for one of the characteristics of appealing meals--color, flavor, texture, size, shape, and temperature. | Checklist of criteria for planning nutritious meals. |
| IV-B-1 | p. 194 | Identify equipment and placement of equipment by having a scavanger hunt.<br>Compile a display of kitchen tools with identification tags according to use. | |
| IV-C-2 | p. 196 | Compile a list of creative uses for various ingredients--nuts, herbs, spices, sauces, flavorings. | Evaluation sheet on identification and uses of seasonings. |
| V-A-1 | p. 204 | Discuss different types of meal service. | Diagram of selected types of meal service. |

READING SKILL # 6 : The student interprets figurative language.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-B-1 | p. 176 | Role play situations showing ways to encourage small children to try new and nutritious foods. | |
| I-B-2 | p. 176 | Identify empty calorie foods. | |
| | | List the differences in nutritive snacks and "junk foods." | A collage or bulletin board of nutritive snacks (and "junk foods"). |
| II-A-1 | p. 180 | Observe advertisements on TV and describe effects on the consumer. | Conclusions as to effectiveness of food advertisements. |
| | | Investigate methods used by local stores to encourage shoppers to buy on impulse. | |
| II-B-1 | p. 184 | Create a label for a product they have made at home in home canning. | |
| IV-A-2 | p. 192 | Write a one-minute radio advertisement urging people to conserve resources. | |
| IV-B-3 | P. 194 | Hold buzz sessions on the theme, "Use Your Head and Save Your Heels." | |
| IV-C-4 | p. 198 | Present a skit on kitchen safety with "Careless Cora" as the main character. | |
| V-E-1 | p. 212 | Draw a cartoon strip about a funny incident involving table manners. | |

READING SKILL # 7 : The student recognizes propaganda techniques.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-2 p. 174 | Determine RDA and calorie needs for individuals in various stages of life cycle, activities, and sex. | Bulletin board showing desirable and undesirable weight. |
| | State how health problems can affect the food needs of the individual. | Analysis of a daily record of food eaten by each student and family member. |
| I-B-1 p. 176 | List your favorite foods in each of the four food groups. | Checklist on food preferences. |
| | Describe the influence that various cultures have on present food choices, given a list of cultures. | Identify at least one food advertisement that appeals to you for each of the following reasons: (a) flavor, (b) emotions, (c) family customs, (d) values. |
| | Role play situations showing ways to encourage small children to try new and nutritious foods. | |
| I-B-2 p. 176 | List the differences in nutritive snacks and "junk foods." | A collage or bulletin board on nutritious snacks. |
| | Investigate nutritive value of snacks sold on campus. | An exhibit about nutritious snacks to be displayed within the school. (FHA) |
| I-B-3 p. 178 | Give reasons why people eat out rather than prepare meals at home. | A restaurant guide to local commercial eating places including a comment on the atmosphere, variety of foods, type of service, and price range. |
| | Compare costs of a meal bought at a commercial eating place and one cooked at home. | |
| | Listen to a manager of a local restaurant discuss how a commercial restaurant selects menu items. | Rating scale of menus from commercial eating places. |

READING SKILL # 7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-1 p. 180 | Observe advertisements on TV and describe effects on the consumer. | Conclusions as to the effectiveness of food advertisements. |
| | Debate on the effectiveness of advertising. | |
| | Conduct a buzz session: How consumers use advertising in food buying. | |
| | Investigate methods used by local stores to encourage shopper to buy on impulse. | |
| II-A-2 p. 180 | Define impulse buying and and how it affects the use of the food dollar. | Bulletin board on "Tips for Buying." |
| III-B-1 p. 190 | Make a chart of fruits and vegetables in season and compare costs of food in season to those not in season. | Chart of seasonal fruits and vegetables. |
| | Compare the cost of home preserved foods with commercially preserved foods and the time saved. | Food preservation questionnaire. |
| | Compare the quality and cost of meals frozen at home with commercially packaged meals. | |
| III-B-2 p. 190 | Determine which foods are best frozen, canned, or dried in comparison to their use. | Checklist for preserved foods. |
| IV-A-1 p. 192 | Interview family members concerning family's budgeting, time available, size, age, and health; summarize and present results to class of how these factors affect family meal habits. | Summary of factors influencing family meal habits. |
| | Divide into small groups and plan a visual display or poster for one of the | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-A-1 p. 192 (Continued) | characteristics of appealing meals--color, flavor, texture, size, shape, and temperature. | |
| IV-A-2 p. 192 | Compare a high cost/low cost meal for the basic meal pattern.<br>Write a one-minute radio advertisement urging people to conserve resources. (FHA)<br>Write a skit about the problems which might arise if you do not plan your resources when preparing meals. (FHA Activity) | |
| IV-B-1 p. 194 | List the small equipment in your home that are time and energy savers. | |
| IV-B-2 p. 194 | Construct posters showing proper sanitation and safety practices. | Rating sheet on demonstration of safety and use of equipment. |
| IV-B-3 p. 194 | Collect pictures of each of the four basic kitchen plans; evaluate each.<br>Role play a person with a cluttered kitchen; suggest ways to improve the arrangement. | Checklist for work areas.<br>Time and motion studies of two kitchens. |
| IV-C-1 p. 196 | Arrange an exhibit of cookery tools made from different materials; compare how material influences use, care, and appearance of each item. | Rating scale for cookware materials. |
| IV-C-2 p. 196 | Compile a list of creative uses for various ingredients--nuts, herbs, spices, sauces, flavorings.<br>Investigate the types of methods associated with different cultural, religious, and regional groups. | Summary of principles of preparation. |

READING SKILL # 7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-C-3 p. 196 | Make a humorous poster to remind people to plan ahead in preparing meals. | Poster on planning ahead. |
| V-E-1 p. 212 | Draw a cartoon strip about a funny incident involving table manners. | List of accepted and unaccepted table manners. |
| | Prepare a skit of a host and guest doing all the wrong things at a party. | |

READING SKILL # 8 : The student locates information in reference sources.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-2 p. 174 | Determine RDA and calorie needs for individuals in various stages of life cycle, activities, and sex. | Oral report on teenage food needs according to sex, age, size, and activity. |
| I-B-1 p. 176 | Describe the influence that various cultures have on present food choices, given a list of cultures. | |
| I-B-4 p. 178 | Identify meal patterns that are commonly used. | Checklist on meal pattern plans. |
| | Discuss the ways meal patterns should be combined in one day to meet basic four requirements. | |
| II-A-2 p. 180 | Discuss grades and quality buying of food. | |
| II-A-5 p. 182 | Discuss the influence of season and geographic location on availability and cost of food. | Checklist of best times to buy (produce, meats, etc.), including seasons. |
| II-B-1 p. 184 | Define terms, such as unit pricing, open dating, universal product code. | |
| | Discuss laws relating to food labeling. | List of required information on labels. |
| II-B-2 p. 186 | Determine the difference in grading of meats. | |
| II-B-3 p. 186 | List desirable buying practices. | Checklist of food purchasing habits. |
| III-A-2 p. 188 | Compile a list of factors that would help determine how food is to be stored for convenience. | Checklist on storage of basic food groups. |

READING SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| III-B-2 | p. 190 | Classify different methods of food preservation. | Checklist of preserved food. |
| IV-A-1 | p. 192 | Read and interpret rules to apply when planning meals. | Summary of factors influencing family meal habits. |
| IV-B-2 | p. 194 | Study appliance booklets and report to class safety features. | Objective test items on safety. |
| IV-C-2 | p. 196 | Investigate the types of methods associated with different cultural, religious, and regional groups. | |
| IV-D-1 | P. 200 | Read assigned information relating to planning and serving foods when entertaining. | Plan made for entertaining. |
| IV-D-2 | p. 202 | Plan, prepare, and serve foods relating to foreign countries. | |
| V-A-1 | p. 204 | Study and identify information on types of meal service. | Test items on table service. |
| V-B-1 | p. 206 | Read about basic characteristics of table appointments. | |
| | | Develop list of desirable characteristics for tableware, glassware, and dinnerware and illustrate with pictures. | |
| V-B-2 | p. 206 | Compile a list of rules for choosing table appointments. | |
| V-D-1 | p. 210 | List some general rules for table service. | List of rules for table service. |
| | | Identify reasons for the rules given for correct table service. | |
| | | Investigate methods of serving food for different occasions. | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| V-E-1 | p. 212 | (Establish acceptable rules of etiquette.) | (Etiquette: The Blue Book of Social Usage. Look up rules of etiquette.) |
| V-E-2 | p. 212 | Discuss ways of forming good table manners. (Look up information in etiquette book.) | List of acceptable and unacceptable manners.<br>Objective test on acceptable rules of etiquette. |

READING SKILL # 9 : The student makes generalizations and draws conclusions.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 174 | Identify the number of servings recommended daily from each food group. | |
| | Classify foods from the four food groups using food models. | |
| I-A-2 p. 174 | Select breakfast, lunch, and dinner from food models for individuals in relation to various stages of life cycle, activities, and sex. | Analysis of a daily record of food eaten by each student and family members. |
| I-B-1 p. 176 | Describe the influence that various cultures have on present food choices, given a list of cultures. | Identify at least one food advertisement that appeals to you for each of the following reasons: (a) flavor, (b) emotions, (c) family customs, (d) values. |
| I-B-2 p. 176 | Define a "snack food" and list possible snack foods. | |
| | List the differences in nutritious snacks and "junk foods." | |
| I-B-3 p. 178 | List reasons people eat out rather than prepare meals at home. | Rating scale of menus from commercial eating places. |
| | Evaluate menus from local restaurants for daily food requirement offerings. | |
| II-A-1 p. 180 | Identify means of advertisements. | Summary of types of advertisements. |
| | Study food ads of local food stores to compare prices and brands. | Conclusions as to the effectiveness of food advertisements. |
| | Observe advertisements on TV and describe effects on the consumer. | Objective test on advertisements. |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-1 p. 180 (Continued) | Check the advertised specials in your local newspaper. After checking the regular (non-sale) prices, evaluate the actual savings the use of sale items provides, then plan menus for one week. (Home Degree Project) | |
| II-A-2 p. 180 | Construct a shopping list using preplanned meals.<br>Define impulse buying and how it affects the use of the food dollar. | Teacher-prepared survey sheet to be filled out by students while in the store. |
| II-A-3 p. 182 | Explain why storage space should be considered before buying in quantity. | Conclusions concerning buying in quantity. |
| II-A-5 p. 182 | Discuss the influence of season and geographic location on availability and cost of food. | Checklist of best times to buy (produce, meats, etc.), including seasons. |
| II-B-1 p. 184 | Determine whether or not labels meet FDA requirements.<br>Bring in labels from canned and packaged foods and analyze the labels for additives. | List of required information on a food label. |
| II-B-2 p. 186 | Determine the difference in grading of meats. | |
| III-A-2 p. 188 | Discuss the storage principles for foods. | Test items on principles of food storage. |
| III-A-2 p. 188 | Compile a list of factors that would help determine how food is to be stored for convenience. | Food pictures to determine proper storage. |
| III-B-2 p. 190 | List advantages and disadvantages of various methods of food preservation.<br>Determine which foods are best frozen, canned, or dried | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-2 (continued) p. 190 | in comparison to their use. | |
| IV-A-1 p. 192 | Interview family members concerning family's budgeting, time available, size, age, and health; summarize and present results to class of how these factors affect family meal habits.<br>Plan meals for three days for a single homemaker, a young couple, a family with young children, an elderly couple.<br>Plan family meals for week in terms of nutritional needs and other criteria. (Home Degree Project) | Project report. |
| IV-A-2 p. 192 | Compare a high cost/low cost meal for the basic meal pattern.<br>Demonstrate the importance of time in planning and preparing meal. Include a time schedule with each meal plan.<br>Plan menus for various income levels. | Objective test items on resources to consider in planning meals.<br>Plan of meals for a week for a special food allowance. |
| IV-B-1 p. 194 | List the small equipment in your home that are time and energy savers.<br>Compile a display of kitchen tools with identification tags according to use. | Objective test items on use and identity of small equipment. |
| IV-C-1 p. 196 | Demonstrate use of small appliances.<br>Demonstrate use and care of large equipment. | |
| IV-C-2 p. 196 | List various ways of preparing foods in each of the food groups.<br>Compile a list of creative uses for various ingredients--nuts, herbs, spices, sauces, flavorings. | Objective test items.<br>Summary of principles |

READING SKILL # 9

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-C-2 p. 196 (Continued) | Investigate the types of methods associated with different cultural, religious, and regional groups. | |
| IV-C-4 p. 198 | Recall accidents in your home and discuss how these could have been prevented. | Checklist on safety procedures in foods lab. |
| | Discuss what to do in case of kitchen hazards; list points of importance. | Completion test on the best way to eliminate home hazards. |
| IV-C-6 p. 198 | Evaluate food served in lab, at home, in school lunchroom, in restaurants. | Checklist on appearance and eating qualities of prepared food. |
| IV-D-1 p. 200 | List and discuss the types of informal entertaining and foods suitable for each occasion. | Score card for lab assignments on:<br>(a) food for special occasions,<br>(b) party foods,<br>(c) a creative dish,<br>(d) a foreign food,<br>(e) foods for informal social situations. |
| V-A-2 p. 204 | Set tables for specific menus and indicate placement of food. | Checklist for evaluating type of table service. |
| | Make decisions as to which method of serving food is best for different occasions. | Game: "What's My Line." (Charade selected from a bag containing different types of meal service.) |
| V-B-1 p. 206 | Use a single menu and draw a place setting needed for chosen menu. | Crossword puzzle on "Selecting Table Appointments." |
| V-B-2 p. 206 | Analyze a family situation by selecting the correct appointments to meet family needs. | Written report on comparison of quality and cost of types of table appointments. |
| V-D-2 p. 212 | Demonstrate how people can become more poised in handling common, embarrassing situations at the table. | Checklist of do's and don'ts at the table. |

READING SKILL # 10 : The student makes predictions and comparisons.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-B-1 | p. 176 | Discuss food customs of individual families.<br>Experiment with food identification using the five senses. | Identify at least one food advertisement that appeals to you for each of the following reasons: (a) flavor, (b) emotions, (c) family customs, (d) values. |
| I-B-2 | p. 176 | List the difference in nutritive snacks and "junk foods." | |
| I-B-3 | p. 178 | Make a survey of commercial eating places and the food offerings of each.<br>Compare costs of a meal bought at a commercial eating place and one cooked at home.<br>Evaluate menus from local restaurants for daily food requirement offerings. | A restaurant guide to local commercial eating places including a comment on the atmosphere, variety of foods, type of service, and price range.<br>Checklist of types of commercial eating places.<br>Rating scale of menus from commercial eating places. |
| I-B-4 | p. 178 | Discuss the ways meal patterns should be combined in one day to meet basic four requirements. | Checklist on meal pattern plans. |
| II-A-1 | p. 180 | Study food ads of local food stores to compare prices and brands.<br>Investigate methods used by local stores to encourage shopper to buy on impulse. | |
| II-A-2 | p. 180 | Visit several stores, select one or more food items, and compare prices in same brand quality. | Teacher-prepared survey sheet to be filled out by students while in the store. |

READING SKILL # 10

| COMPETENCY/SKILL/ OBJECTIVE | PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| II-A-2 | p. 180 | Prepare your family's weekly grocery list and shop with teacher or parent to compare food items under different brand names. (Home Degree Project) | Project report. |
| II-A-3 | p. 182 | List advantages and disadvantages of buying in quantity (including storage and family sizes). | Comparison analysis chart. |
| | | Determine amounts to purchase for a single person, a couple, a family of four, and a family of eight, using the same menus. | Record food intake for three days, including serving sizes. |
| II-A-4 | p. 182 | Identify types of food stores and compare advantages and disadvantages, including services. | Conclusions about advantages of different types of food stores. |
| | | Classify food shopping stores as to cleanliness and freshness of perishable foods. | |
| | | Conduct survey of food stores patronized by parents to see where most of them shop and why. | |
| | | Visit different types of stores and compare costs of specific items. | |
| II-A-5 | p. 182 | Debate the pros and cons of shopping on a weekday versus weekend. | Checklist of best times to buy (produce, meats, etc.), including seasons. |
| | | Discuss the influence of season and geographic location on availability and cost of food. | |
| | | Consult local sales campaigns for best buys. | |
| II-B-1 | p. 184 | Bring in labels from canned and packaged foods and analyze the labels for additives. | |

READING SKILL # 10

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| II-B-2 | p. 186 | Collect information on brand names in relation to price and quality. | Comparison of familiar advertised brand names and store brands. |
| | | Debate: Advertised brands are better in quality than store brands. | Checklist on convenience foods versus conventional foods. |
| | | Determine the difference in grading of meats. | Report on cost and quality of various brand names. |
| | | Take a field trip to local grocery stores to do comparison shopping on foods in all basic food groups. | |
| | | Survey the different types of milk and the cost to determine the most economical buy. | |
| | | Compare fruits and vegetables: fresh, canned, frozen, dried, in-season. | |
| III-A-2 | p. 188 | Experiment with different food wrapping products, such as waxed paper, foil, plastic wrap, plastic bags, boxes, and plastic containers to determine effectiveness. | Written summary of results of food wrapping experiment. |
| III-B-1 | p. 190 | Compare the cost of home preserved food with commercially preserved food and the time saved. | |
| | | Compare the quality and cost of meals frozen at home with commercially packaged meals. | Rating scale for frozen meal. |
| III-B-2 | p. 190 | Determine which foods are best frozen, canned, or dried in comparison to their use. | Checklist for preserved foods. |
| IV-A-2 | p. 192 | Compare a high cost/low cost meal for the basic meal pattern. | |
| IV-C-1 | p. 196 | Arrange an exhibit of cookery tools made from different | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-C-1 p. 196 (Continued) | materials; compare how material influences use, care, and appearance of each item. | |
| V-A-1 p. 204 | Discuss different types of meal service. | Diagram of selected type of meal service. |
| V-A-2 p. 204 | Collect pictures of different table settings and discuss how the hostess intended to serve the meal for each table setting. | |
| V-B-1 p. 206 | Make a comparison of types (of tableware, glassware, dinnerware) and illustrate with pictures. | |
| V-C-1 p. 208 | List advantages of appointments placed correctly versus some commonly misused practices. | Checklist for table setting. |
| V-C-2 p. 208 | Compare placement of tableware for different menus. | |
| V-D-1 p. 210 | Compare the way food is served in the lunchroom and a popular eating place or at home. | |

READING SKILL # 11 : The student recognizes relevance of data.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-A-2 | p. 174 | Identify food needs for different stages of the life cycle. | Oral reports on teenage food needs according to sex, age, size, and activity. |
| | | Determine RDA and calorie needs for individuals in various stages of life cycle, activities, and sex. | Analysis of a daily record of food eaten by each student and family member. |
| | | Select breakfast, lunch, and dinner from food models for individuals in relation to various stages of life cycle, activities, and sex. | |
| I-B-3 | p. 178 | Give reasons why people eat out rather than prepare meals at home. | A restaurant guide to local commercial eating places including a comment on the atmosphere, variety of foods, type of service, and price range. |
| II-A-1 | p. 180 | Check the advertised food specials in your local newspaper. After checking the regular (non-sale) prices, evaluate the actual savings the use of sale items provide, then plan menu for one week. (Home Degree Project) | |
| II-A-2 | p. 180 | Design a food shopping form. | |
| II-A-3 | p. 182 | Study labels to determine serving sizes of various food items. | Conclusions concerning buying in quantity. |
| II-B-1 | p. 184 | Determine whether or not labels meet FDA requirements. | Evaluation of different labels for types of information listed. |

READING SKILL # 11

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| II-B-3 | p. 186 | Play "The Price Is Right." Simulate a grocery store with check-out counters, give each student $15 to spend, evaluate according to who made best purchases. | |
| III-A-2 | p. 188 | Evaluate cost, ease of use, special features, and retention of product quality. | |
| | | Develop a system to use in the home for rotating stock. (Home Degree Project) | |
| IV-A-1 | p. 192 | Read and interpret rules to apply when planning meals. | Checklist of criteria for planning nutritious meals. |
| IV-A-2 | p. 192 | Demonstrate the importance of time in planning and preparing meal. Include a time schedule with each meal plan. | |
| | | Plan menus for various income levels. | |
| IV-B-2 | p. 194 | Construct posters showing proper sanitation and safety practices. | |
| | | Present a demonstration on how to use one of the appliances safely and properly. | |
| IV-B-4 | p. 198 | Discuss what to do in case of kitchen hazards; list points of importance. | Completion test on the best way to eliminate home hazards. |
| IV-B-5 | p. 198 | Demonstrate efficient cleaning procedures. | |
| V-A-2 | p. 204 | Make decisions as to which method of serving food is best for different occasions. | |

READING SKILL # 12 : The student recognizes appropriate reference sources.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 174 | Make a scrapbook using pictures from magazines showing the different kinds of foods from the daily food guide.<br>Plan a publicity campaign during National FHA Week, emphasizing the daily food guide. Arrangements might be made to use the school's display case. (FHA Project) | |
| I-A-2 p. 174 | State how health plans can affect food needs of the individual.<br>Develop a plan to set up a club for people who want to lose weight. (FHA) | Oral reports on teenage food needs according to sex, age, size, and activity.<br>Bulletin board showing desirable and undesirable weight (FHA).<br>Analysis of a daily record of food eaten by each student and family members. |
| I-B-1 p. 176 | Describe the influence that various cultures have on present food choices, given a list of cultures. | Written report on home degree projects. |
| I-B-2 p. 176 | Survey snacking habits of students in the school. Discuss nutritive value of snacks listed.<br>Investigate nutritive value of snacks sold on campus. | A collage or bulletin board of nutritional snacks.<br>An exhibit about nutritious snacks to be displayed within the school. (FHA) |
| I-B-3 p. 178 | Give reasons that people eat out rather than prepare meals at home.<br>Make a survey of commercial eating places and the food offerings of each. | A restaurant guide to local commercial eating places including a comment on the atmosphere, variety of foods, type of service, and price range. |

READING SKILL # 12

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-B-3 p. 178 (Continued) | Evaluate menus from local restaurants for daily food requirement offerings. | Rating scale of menus from commercial eating places. |
| | Describe a balanced meal from several commercial eating places. | A plan for a week's meals at home and eating out. |
| I-B-4 p. 178 | Prepare bulletin board on the various meal patterns. | |
| | Plan meals for a week for the family. (Home Degree Project) | Written report on home degree project. |
| II-A-1 p. 180 | Identify means of advertisements. | Summary of types of advertising. |
| | Study food ads of local food stores to compare prices and brands. | |
| | Observe advertisements on TV and describe effects on the consumer. | Conclusions as to effectiveness of food advertisements. |
| II-A-2 p. 180 | Define impulse buying and how it affects the use of the food dollar. | |
| II-A-4 p. 182 | Conduct survey of food stores patronized by parents to see where most of them shop and why. | |
| II-A-5 p. 182 | Discuss the influence of season and geographic location on availability and cost of food. | Checklist of best times to buy (produce, meats, etc.), including seasons. |
| II-B-1 p. 184 | Collect, display, and discuss labels from various foods. | Written essay on how nutritional labeling can benefit the consumer. |
| | Discuss laws relating to food labeling. | List of required information on a food label. |
| II-B-2 p. 186 | Collect information on brand names in relation to price and quality. | Comparison of familiar advertised brand names and store brands. |

READING SKILL # 12

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUE |
|---|---|---|
| II-B-2 p. 186 (Continued) | Debate: Advertised brands are better in quality than store brands.<br>View the filmstrip, "Winning the Grocery Game." | |
| II-B-3 p. 186 | List desirable buying habits.<br>Determine methods of payment for food (food stamps, check, cash, charge cards). | Checklist of food purchasing habits. |
| III-A-2 p. 188 | Compile a list of factors that would help determine how food is to be stored for convenience.<br>View and discuss filmstrip on storage containers. | Checklist on storage of basic food groups. |
| III-B-2 p. 190 | Discuss criteria for evaluating preserved food.<br>State guidelines of food preservation in lab. | Checklist for preserved foods.<br>Objective test on food preservation. |
| IV-A-1 p. 192 | Develop a checklist of criteria for planning meals. | Checklist of criteria for planning nutritious meals. |
| IV-B-2 p. 194 | View and discuss filmstrips such as "Electrical Safety and You."<br>Study appliance booklets and report to class safety features. | |
| IV-C-1 p. 196 | Read instruction booklets for appliances in the lab and outline the special instructions for their use and care. | |
| IV-C-2 p. 196 | View filmstrips such as "Kitchen Measures" and "American Ethnic Foods."<br>Investigate the types of methods associated with different cultural, religious, and regional groups. | |

READING SKILL # 12

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| IV-C-4 | p. 198 | Compile a list of safety practices and post in the food lab and at home in a convenient location. | Checklist on safety procedures in foods lab. |
| IV-D-1 | p. 200 | View filmstrips, discuss, and list important information on foods from selected foreign countries. | |
| | | Collect and organize recipes for selected entertaining occasions. | Recipe collection. |
| | | Research careers relating to planning and preparing foods for entertaining. | Research report. |
| | | Observe filmstrip, "Main Dishes for Entertaining." | |
| IV-D-2 | p. 202 | View filmstrip, "Sandwiches, Sandwiches, Sandwiches." | |
| V-A-2 | p. 204 | Collect pictures of different table settings and discuss how the hostess intended to serve the meal for each table setting. | |
| V-B-2 | p. 206 | Analyze a family situation by selecting the correct appointments to meet family needs. | |
| V-E-1 | p. 212 | Interview persons in field of work to find out the importance for using the rules of etiquette. | List of acceptable and unacceptable table manners. |

WRITING SKILL # 1 : Writes for a variety of purposes including, but not limited to, personal (journals, diaries, stories), social (friendly letters, thank you notes, invitations), academic (themes, reports, essays), and business communications (letters of application or complaint).

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-B-1 p. 176 | List your favorite foods in each of the four food groups. | Checklist on food preference. |
| | Keep a food record of everything eaten for a week and determine why choices were made. | Written report on home degree project. |
| | Describe in writing the influence that various cultures have on present food choices. | |
| I-B-2 p. 176 | Define "snack food" and list possible snack foods. | |
| | List differences in nutritive snacks and "junk food." | |
| | Record all snack foods eaten for two days and discuss their nutritive value. | |
| I-B-3 p. 178 | Keep daily food intake chart of foods at commercial eating places. | Checklist of types of commercial eating places. |
| | | Plan for a week's meals at home and eating out. |
| I-B-4 p. 178 | Plan meals for a week for the family. (Home Degree Project) | Essay questions on meal planning. |
| | | Written report on home degree project. |
| II-A-2 p. 180 | Make an inventory of food stocks on hand. | |
| | Construct a shopping list using preplanned meals. | |
| II-A-3 p. 182 | Explain in writing why storage space should be considered before buying in quantity. | |

WRITING SKILL # 1

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-3 p. 182 (Continued) | List advantages and disadvantages of buying in quantity (including storage and family sizes). | Comparison analysis chart. |
| II-A-4 p. 182 | Identify types of food stores and compare advantages and disadvantages including services. | Written conclusions about advantages of different types of food stores. |
| II-B-1 p. 184 | (List required information on a food label.) | Written essay on how nutritional labeling can benefit the consumer. |
| II-B-3 p. 186 | List desirable buying practices. | Checklist of food purchasing habits. |
| III-A-2 p. 188 | Compile a list of factors that would help determine how food is to be stored for convenience. | Drawing of home kitchen plan, labeling storage areas. |
| | Develop and use a system to use in home for rotating food stock. (Home Degree Project) | Checklist on storage of basic food groups.<br>Written summary of results of food wrapping experiment. |
| III-B-1 p. 190 | Make a chart of fruits and vegetables in season and compare costs of food in season to those not in season. | Chart of seasonal fruits and vegetables. |
| | Compare the cost of home preserved food with commercially preserved foods and the time saved. | Summary of lab experience. |
| | Plan a meal that could be prepared ahead of time and frozen. | |
| | Compare the quality and cost of meals frozen at home with commercially packaged meals. | |
| III-B-2 p. 190 | List advantages and disadvantages of various methods of food preservation. | Checklist for preserved food. |
| | Make a chart of foods preserved, including dates and amounts. | |

WRITING SKILL # 1

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| IV-A-1 | p. 192 | Develop a checklist of criteria for planning meals. | Summary of factors influencing family meal habits based on interview of family members.<br>Checklist of criteria for planning nutritious meals. |
| IV-A-2 | p. 192 | Write a one-minute radio advertisement urging people to conserve resources. (FHA)<br>Write a skit about the problems which might arise if you do not plan your resources when planning meals. (FHA) | |
| IV-B-1 | p. 194 | List small equipment in your home that are time and energy savers. | List of uses for five small appliances. |
| IV-B-2 | p. 195 | | Rating sheet on demonstration of safety and use of equipment.<br>Checklist for work areas.<br>Time and motion studies of two kitchens. |
| IV-C-1 | p. 196 | Read instruction booklets for the appliances in the lab and outline the special instructions for their use and care. | Rating scale for cookware. |
| IV-C-2 | p. 196 | List various ways of preparing foods in each of the food groups. | Summary of principles of preparation. |
| | | Compile a list of creative uses for various ingredients--nuts, herbs, spices, sauces, flavorings. | Evaluation sheet on identification and uses of seasonings. |
| IV-C-3 | p. 196 | Make a humorous poster to remind people to plan ahead in preparing meals. | List advantages of a schedule. |
| | | Using a time schedule, prepare and serve a meal within one class period. | Checklist for work habits. |

WRITING SKILL # 1

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| IV-C-4 | p. 198 | Write and present a skit on kitchen safety with "Careless Cora" as the main character. | Checklist on safety procedures in foods lab. |
| | | Compile a list of safety practices and post in the foods lab and at home in a convenient location. | |
| IV-C-5 | p. 198 | List steps and give reasons for suggested order for dishwashing by hand and with a dishwasher. | Checklist on clean-up procedures and good work habits used in laboratory. |
| | | Develop a list of good work habits for preparing food. | Posters encouraging personal sanitation and safety for display. |
| | | Establish a written list of rules of sanitary principles of handling food. | Written list of rules on sanitary principles. |
| IV-C-6 | p. 198 | Develop a checklist to evaluate appearance and quality. | Checklist on appearance and eating qualities of prepared food. |
| IV-D-1 | p. 200 | List and discuss the types of informal entertaining and foods suitable for each occasion. | Score card for lab assignments on:<br>(a) food for special occasions,<br>(b) party foods,<br>(c) a creative dish,<br>(d) a foreign food,<br>(e) foods for informal social situations. |
| | | Make a list of foods to have on hand for unexpected entertaining. | |
| IV-D-3 | p. 202 | Compile a list of materials to be used as specific food decorations, such as pork, poultry, etc. | |
| | | Plan menu and ways to serve food creatively for a selected occasion, such as a tea, cookout, or birthday. | |
| V-A-1 | p. 204 | Plan simple menus and demonstrate by groups the various types of meal service. | |

WRITING SKILL # 1

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| V-A-1 p. 204 (Continued) | List all factors that would determine the ways you should serve food. | |
| V-A-2 p. 205 | | Checklist for table service. |
| V-B-1 p. 206 | Develop a list of desirable characteristics for tableware, glassware, and dinnerware and illustrate with pictures. | Open-end story on selecting table appointments. |
| V-B-2 p. 206 | Compile a list of rules for choosing table appointments.<br>List minimum table appointments for a young couple. | Written report on comparison of quality and cost of types of table appointments. |
| V-C-1 p. 208 | List advantages of appointments placed correctly versus some commonly misused practices.<br>Compile a list of problems that may occur in table setting. Discuss possible solutions for the problems. | Checklist for table setting. |
| V-C-2 p. 209 | | Score card for contest. Have outside judges select most appropriate centerpieces considering occasion, type of tableware, money, and ingenuity. |
| V-D-1 p. 210 | List some general rules for table service.<br>Compare (in writing) the way food is served in the lunchroom and a popular eating place or at home. | List of rules for table service.<br>Checklist. |
| V-E-1 p. 212 | Draw a cartoon strip about a funny incident involving table manners.<br>Prepare a skit of a host and guest doing all the wrong things at a party. | Objective test on acceptable and unacceptable table manners. |
| V-E-2 p. 212 | List points in table manners which you need to improve. | Checklist of do's and don'ts at the table.<br>Project report. |

WRITING SKILL # 2 : Uses a variety of modes such as describing, imagining, telling, explaining, persuading, interpreting, or researching.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-B-1 | p. 176 | Describe in writing the influence that various cultures have on present food choices, given a list of resources. | |
| I-B-3 | p. 179 | | A restaurant guide to local commercial eating places including a comment on the atmosphere, variety of foods, type of service, and price range. |
| II-A-3 | p. 182 | List advantages and disadvantages of buying in quantity (including storage and family sizes). | Comparison analysis chart. |
| | | Explain why storage space should be considered before buying in quantity. | (Written) conclusions concerning buying in quantity. |
| II-A-4 | p. 182 | Identify types of food stores and compare advantages and disadvantages including services. | (Written) conclusions about advantages of different types of food stores. |
| II-B-1 | p. 185 | | Written essay on how nutritional labeling can benefit the consumer. |
| III-A-1 | p. 188 | Identify the different kinds of food storage (refrigerated, dry, and freezer). | |
| | | Initiate a plan for proper food storage in the home. (Home Degree Project) | Checklist of personal storage habits. |
| III-A-2 | p. 189 | | Written summary of results of food wrapping experiment. |
| III-B-1 | p. 190 | Compare (in writing) the cost of home preserved food with commercially preserved foods and the time saved. | |

WRITING SKILL # 2

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-1 p. 190 (Continued) | Complete questionnaire on food preservation. | Summary of lab experience. |
| | Compare (in writing) the quality and cost of meals frozen at home with commercially packaged meals. | Food preservation questionnaire.<br>Rating scale for frozen meal. |
| III-B-2 p. 190 | Classify different methods foods are preserved. | |
| | List advantages and disadvantages of various methods of food preservation. | |
| IV-A-1 p. 192 | Develop a checklist of criteria for planning meals. | Checklist of criteria for planning nutritious meals. |
| | Interview family members concerning family's budgeting, time available, size, age, and health; summarize and present results to class of how these factors affect family meal habits. | Summary of factors influencing family meal habits. |
| IV-A-2 p. 192 | Compare a high cost/low cost meal for the basic meal pattern. | |
| | Demonstrate the importance of time in planning and preparing meal. Include a time schedule with each meal plan. | |
| | Write a one-minute radio advertisement urging people to conserve resources. (FHA) | |
| | Write a skit about the problems which might arise if you do not plan your resources when preparing meals. (FHA) | |
| IV-C-2 p. 197 | | Summary of principles of preparation. |
| IV-C-3 p. 196 | Make a humorous poster to remind people to plan ahead in preparing meals. | |

WRITING SKILL # 2

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| IV-C-4 | p. 198 | Write and present a skit on kitchen safety with "Careless Cora" as the main character. | |
| IV-C-5 | p. 199 | | Posters encouraging personal sanitation and safety for display. |
| IV-D- 1 | p. 200 | Research careers relating to planning and preparing foods for entertaining. | |
| V-B-1 | p. 207 | | Open-end story on selecting table appointments.<br>Written report on comparison of quality and cost of types of table appointments. |
| V-D-1 | p. 210 | Compare (in writing) the way food is served in the lunchroom and a popular eating place or at home. | |
| V-E-1 | p. 212 | Draw a cartoon strip about a funny incident involving table manners. | |
| V-E-1 | p. 213 | | List of acceptable and unacceptable table manners. |
| V-E-2 | p. 213 | | Project report. |

WRITING SKILL # 3 : Selects and organizes ideas and information and develops and arranges these in paragraphs to complete letters, reports, stories, essays, etc.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-2 p. 174 | Inverview individuals in various stages of life cycle to determine daily food intake and food needs in relation to specific diets and food likes and dislikes. | (Written) reports on teenage food needs according to sex, age, size, and activity. |
| I-B-1 p. 176 | Plan and carry out home degree project on improving daily diet.<br>Describe in writing the influence that various cultures have on present food choices, given a list of cultures. | Written report on home degree project. |
| I-B-2 p. 176 | Survey snacking habits of students in the school. | An exhibit about nutritious snacks to be displayed within the school. (FHA) |
| I-B-3 p. 178 | Make a survey of commercial eating places and the food offerings of each. | A restaurant guide to local commercial eating places including a comment on atmosphere, variety of foods, type of service, and price range. |
| I-B-4 p. 179 | | Written report on home degree project. |
| II-A-2 p. 181 | | Project report. |
| II-A-3 p. 182 | Explain why storage space should be considered before buying in quantity. | (Written) conclusions about buying in quantity. |
| II-A-4 p. 182 | Identify types of food stores and compare (in writing) advantages and disadvantages including services. | (Written) conclusions about advantages of different types of food stores. |
| II-B-1 p. 185 | | Written essay on how nutritional labeling can benefit the consumer. |

WRITING SKILL # 3

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| II-B-2 | p. 187 | | Report on cost and quality of various name brands. |
| II-B-3 | p. 187 | | Home project report. |
| IV-A-1 | p. 193 | | Project report. |
| IV-C-2 | p. 197 | | Summary of principles of preparation. |
| IV-C-3 | p. 197 | | List of advantages of a schedule. |
| IV-D-1 | p. 200 | Research careers relating to planning and preparing foods for entertaining. | |
| V-B-1 | p. 207 | | Open-end story on selecting table appointments. |
| V-B-2 | p. 207 | | Written report on comparison of quality and cost of types of table appointments. |
| V-D-1 | p. 210 | Compare the way food is served in the lunchroom and a popular eating place or at home. | Checklist. |
| V-D-2 | p. 211 | | Project report. |
| V-E-1 | p. 212 | Prepare a skit of a host and guest doing all the wrong things at a party. | |
| V-E-2 | p. 213 | | Project report. |

WRITING SKILL # 4 : Demonstrates the ability to adjust his or her writing to suit audience purpose and situation through level of formality, word choice, sentence variety, usage, etc.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-A-2 | p. 174 | Interview individuals in various stages of life cycle to determine daily food intake and food needs in relation to specific diets and food likes and dislikes. | Analysis of a daily record of food eaten by each student and family members. |
| I-B-3 | p. 179 | | A restaurant guide to local commercial eating places including a comment on the atmosphere, variety of foods, type of service, and price range. |
| II-B-2 | p. 186 | Debate: Advertised brands are better than store brands. | (Written)comparison of familiar advertised brand names and store brands. |
| IV-B-2 | p. 192 | Write a one-minute radio advertisement urging people to conserve resources.<br>Write a skit about the problems which might arise if you do not plan your resources when preparing meals. (FHA) | |
| IV-C-3 | p. 196 | Make a humorous poster to remind people to plan ahead in preparing meals. | |
| IV-C-4 | p. 198 | Write and present a skit on kitchen safety with "Careless Cora" as the main character. | |
| IV-C-5 | p. 199 | | Posters encouraging personal sanitation and safety for display. |

MATHEMATICS SKILL # 1 : The student translates numerical forms of rational numbers.

and

SKILL # 2 : The student orders fractions, decimals, or percents.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-A-1 | p. 174 | Identify the number of servings recommended daily from each food group. | Paper/pencil test on basic groups. |
| I-A-2 | p. 174 | Determine RDA and calorie needs for individuals in various stages of life cycle, activities, and sex. | Analysis of a daily record of food eaten by each student and family members. |
| I-B-2 | p. 176 | Investigate nutritive value of snacks sold on campus. | Written report on record. |
| I-B-3 | p. 178 | Compare costs of a meal bought at a commercial eating place and one cooked at home. | Rating scale of menus from commercial eating places. |
| II-A-1 | p. 180 | Study food ads of local food stores to compare prices and brands. | |
| | | Check advertised food specials in your local newspaper for one week. After checking the regular (non-sale) prices, evaluate the actual savings the use of sale items provides, then plan menus for one week. (Home Degree Project) | Home project report. |
| II-A-3 | p. 182 | Study labels to determine serving sizes of various food items. | Comparison analysis chart. |
| | | Determine amounts to purchase for a single person, a couple, a family of four, and a family of eight, using the same menu. | Record food intake for three days including serving sizes. |
| II-B-2 | p. 186 | Take field trip to local grocery stores to do comparison shopping on foods in all basic food groups. | |

MATHEMATICS SKILL # 1 & # 2

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| II-B-3 | p. 186 | Play "The Price Is Right": simulate a grocery store with check-out counters, give each student $15 to spend, evaluate according to who made best purchase. | Objective test items. |
| | | Take a field trip to local supermarkets to purchase food. | |
| | | Purchase food for family for a week. (Home Degree Project) | Home project report. |
| III-A-2 | p. 188 | Evaluate cost, ease of use, special features, and retention of product quality. | (Checklist on product quality.) |
| III-B-1 | p. 190 | Compare the price of home preserved food with commercially preserved foods and the time saved. | (Written report on comparisons.) |
| | | Make a chart of fruits and vegetables in season and compare costs of food in season to those not in season. | |
| | | Compare cost of meals frozen at home with commercially packaged meals. | |

MATHEMATICS SKILLS # 3 & # 9 : The student identifies and applies customary or metric units to measure length, area, weight, time, and temperature.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| II-A-1 | p. 180 | Study food ads of local food stores to compare prices and brands.<br>Make list of types of foods and units used to indicate amount in package. | |
| II-A-3 | p. 182 | List advantages and disadvantages of buying in quantity (including storage and family sizes).<br>Determine amounts to purchase for a single person, a couple, a family of four, and a family of eight, using the same menus. | Conclusions concerning buying in quantity. |
| II-B-1 | p. 184 | Display a bulletin board on equivalencies of the Metric System. | |
| II-B-2 | p. 186 | Survey the different types of milk and the cost to determine the most economical buy. | |
| III-A-1 | p. 188 | (Discuss and compare appropriate units for capacity--pints, quarts, liters, cu. ft., etc.) | |
| III-A-2 | p. 188 | Evaluate cost, ease of use, special features, and retention of product quality. | |
| III-B-1 | p. 190 | Compare the cost of home preserved food with commercially preserved foods and the time saved. | Summary of lab experience. |
| III-B-2 | p. 190 | Make a chart of foods preserved, including dates and amounts. | |

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MATHEMATICS SKILLS # 3 & # 9

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| IV-A-2 | p. 192 | Demonstrate the importance of time in planning and preparing meals. Include a time schedule with each meal plan. | (Evaluation of meal planned.) |
| IV-B-3 | p. 194 | Mark the path to prepare a recipe and clean up using a kitchen drawing. | (Evaluate drawings.) |
| IV-C-1 | p. 196 | Compare microwave cookery to conventional oven cooking to save time. | |
| IV-C-2 | p. 196 | (Demonstrate different methods of measuring ingredients for a recipe.) | Summary of principles. |

MATHEMATICS SKILL # 4 : The student identifies sets of points using standard names or Cartesian Coordinates.

| COMPETENCIES/SKILLS/ OBJECTIVES PAGE NUMBER | | LEARNING OBJECTIVES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-B-2 | p. 176 | Investigate nutritive value of snacks sold on campus. | Identify foods from graphs which display the major nutrients found in a food. (The horizontal coordinate will give the nutrient and the vertical coordinate will give the percentage.) |
| IV-A-1 | p. 192 | Divide into small groups and plan a visual display or poster for one of the characteristics of appealing meals--color, flavor, texture, size, shape, and temperature. | Checklist of criteria for planning nutritious meals. |
| IV-B-3 | p. 194 | Collect pictures of each of the four basic kitchen plans; evaluate each. | (Identify the efficiency of each of the basic work centers according to the shape.) |
| IV-C-3 | p. 196 | Using a time schedule, prepare and serve a meal within one class period. | (Identify specific meal preparation activities on a graph which compares the job (on the vertical coordinate) to the amount of time (on the horizontal coordinate). List the advantages and disadvantages of each.) |
| IV-D-1 | p. 200 | List and discuss the types of informal entertaining and foods suitable for each occasion. | (Scrapbook of different shaped sandwiches and other party foods for informal and formal occasions.) |

MATHEMATICS SKILL # 5 : The student identifies geometric relations and properties.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-A-1 | p. 174 | Classify foods from the four food groups using food models.<br>Make mobiles showing the basic food groups. | |
| II-A-3 | p. 182 | Study labels to determine serving sizes of various foods. | Record food intake for three days including serving sizes. |
| II-B-1 | p. 184 | Collect, display, and discuss labels from various foods.<br>Create a label for a product they have made at home in home canning. | Evaluation of different food labels for type of information listed. |
| III-A-1 | p. 188 | Plan and construct simple storage containers. | Drawing of kitchen plan, labeling storage areas. |
| IV-A-1 | p. 192 | Divide into groups and plan a visual or poster for one of the characteristics of appealing meals--color, flavor, texture, size, shape, and temperature. | |
| IV-B-3 | p. 194 | Collect pictures of each of the four basic kitchen plans; evaluate each.<br>Arrange the kitchen at home for greater efficiency. (Home Degree Project) | Objective test items on work centers.<br>Checklist for work areas.<br>Time and motion studies of two kitchens. |
| V-A-1 | p. 206 | Use a single menu and draw a place setting needed for chosen menu. | |
| V-C-2 | p. 208 | Draw a cover on a paper placemat for a specific menu. | |

MATHEMATICS SKILL # 6 : The student applies formulas and proportions.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 174 | Identify the number of servings recommended daily from each food group. | Paper-pencil test on basic food groups. |
| I-A-2 p. 174 | Determine RDA and calorie needs for individuals in various stages of life cycle, activities, and sex. | Oral report on teenage food needs according to sex, age, size, and activity. |
| I-B-3 p. 178 | Compare costs of a meal bought at a commercial eating place and one cooked at home. | |
| | Evaluate menus from local restaurants for daily food requirement offerings. | A restaurant guide to local commercial eating places including a comment on the atmosphere, variety of foods, type of service, and price range. |
| | Listen to a manager of a local restaurant discuss how a commercial restaurant selects menu items. | |
| | Describe a balanced meal from several commercial eating places. | Rating scale of menus from commercial eating places. |
| II-A-1 p. 180 | Check the advertised food in your local newspaper. After checking the regular (non-sale) prices, evaluate the actual savings the use of sale items provide, then plan menus for one week. (Home Degree Project) | Objective test items on advertisements. |
| II-A-3 p. 182 | Study labels to determine serving sizes of various food items. | Objective test items. |
| | Determine amounts to purchase for a single person, a couple, a family of four, and a family of eight, using the same menus. | |

MATHEMATICS Skill # 6

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| II-B-1 | p. 184 | Define terms, such as unit pricing, open dating, universal product code. | |
| II-B-3 | p. 186 | Play "The Price Is Right": simulate a grocery store with check-out counters, give each student $15 to spend, evaluate according to who made best purchase. | Checklist of convenience foods versus conventional foods. |
| III-B-1 | p. 190 | Compare the cost of home preserved foods with commercially preserved foods and the time saved. | Food preservation questionnaire. |
| IV-A-2 | p. 192 | Compare a high cost/low cost meal for the basic meal pattern. | Objective test items on resources to consider in planning meals. |

MATHEMATICS SKILL # 8 : The student determines amounts of money: counting money, making change, sales tax or discount computation.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-B-3 p. 178 | Compare costs of a meal bought at a commercial eating place and one cooked at home. | A plan for a week's meals at home and eating out. |
| II-A-1 p. 180 | Check the advertised food specials in your local newspaper. After checking the regular (non-sale) prices, evaluate the actual savings the use of sale items provides, then plan menus for one week. (Home Degree Project) | Objective test items on advertisements. |
| II-A-2 p. 180 | Visit several stores, select one or more food items and compare prices in the same brand quality. | Objective test items. |
| II-A-4 p. 182 | Visit different types of stores and compare costs of specific items. | (Comparison analysis chart.) |
| II-B-2 p. 186 | Survey the different types of milk and the cost to determine the most economical buy. | Report on cost and quality of various brand names. |
| II-B-3 p. 186 | Determine methods of payment for food (food stamps, check, cash, charge card). | Checklist of food purchasing habits. |
|  | Play "The Price Is Right": simulate a grocery store with check-out counters, give each student $15 to spend, evaluate according to who made best purchases. |  |
| III-B01 p. 190 | Compare the quality and cost of meals frozen at home with commercially packaged meals. | Rating scale for frozen meals. |

MATHEMATICS SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| IV-A-2 | p. 192 | Compare a high cost/low cost meal for the basic meal pattern. | Plan of meals for a week for a special food allowance. |
| V-B-1 | p. 206 | Make a comparison of types (of table appointments) as to cost, care, and attractiveness. | Open-end story on selecting table appointments. |
| V-E-2 | p. 212 | Practice computing the amount of tips. | Problem solving: computation of amount of tips on specified amounts. |

MATHEMATICS SKILL # 10 : The student estimates results using rounded numbers with or without units of measurement (estimation of measure using both standard and nonstandard units and estimation of computations using numbers rounded to the nearest 10, 100, 1000).

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 174 | Identify the number of servings recommended daily for each food group. | Pencil-paper test on basic food groups.<br>Crossword puzzle on basic food groups.<br>Nutrition card game--"Concentration." |
| I-A-2 p. 174 | Determine RDA and calorie needs for individuals in various stages of life cycle, activities, and sex. | |
| I-B-3 p. 178 | Compare costs of a meal bought at a commercial eating place and one cooked at home. | |
| | Evaluate menus from local restaurants for daily food requirement offerings. | A plan for a week's meals at home and eating out. |
| II-A-1 p. 180 | Study food ads at local food stores to compare prices and brands. | (Take two grocery store ads and estimate which is the best savings in time and money.) |
| II-A-2 p. 180 | Define impulse buying and how it affects the use of the food dollar. | Objective test items. |
| II-A-3 p. 182 | Study labels to determine serving sizes of various food items. | Comparison analysis chart. |
| | Determine amounts to purchase for a single person, a couple, a family of four, and a family of eight, using the same menus. | |
| II-B-3 p. 186 | Determine the methods of payment for food (food stamps, check, cash, charge card). | Checklist of food purchasing habits.<br>(Report on cost.) |
| | Purchase food for family for a week. (Home Degree Project) | Home project report. |

MATHEMATICS SKILL # 10

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| III-A-2 | p. 188 | Evaluate cost, ease of use, special features, and retention of product quality. | Written summary of results of food wrapping experiment. |
| | | | Food pictures to determine proper storage. |
| III-B-1 | p. 190 | Compare the cost of home preserved food with commercially preserved foods and the time saved. | Food preservation questionnaire. |
| | | Compare the quality and cost of meals frozen at home with commercially packaged meals. | |
| IV-A-1 | p. 192 | Play sack lunch game to determine balanced and unbalanced meals. | Checklist of criteria for planning nutritious meals. |
| IV-A-2 | p. 192 | Compare high cost/low cost meal for the basic meal pattern. | Plan of meals for a week for a special food allowance. |
| | | Plan menus for various income levels. | Checklist for meal preparation. |
| IV-C-3 | p. 196 | Using a time schedule, prepare and serve a meal within one class period. | Poster on planning ahead. |
| IV-D-1 | p.200 | Plan food for an entertainment to be carried out at home. (Home Degree Project) | Score cards for lab assignments on:<br>(a) food for special occasions,<br>(b) party foods,<br>(c) a creative dish,<br>(d) a foreign food,<br>(e) food for informal social situations. |
| IV-D-3 | p. 202 | Plan menu and ways to serve food creatively for a selected occasion, such as a tea, cookout, or birthday. | |
| V-A-2 | p. 204 | Plan ways to conserve time and energy in setting and serving meals. | (Work-time schedule.) |
| V-E-2 | p. 212 | Practice computing the amount of tips. | Problem solving: computation of amount of tips on specified amounts. (Estimate amount for tips.) |

MATHEMATICS SKILL # 11 : The student selects appropriate

and operations.

SKILL # 12 : The student solves simple word problems.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-A-2 | p. 174 | Determine RDA and calorie needs for individuals in various stages of life cycle, activities, and sex. | Analysis of a daily record of food eaten by each student and family members. |
| I-B-2 | p. 176 | Record all snack food eaten for two days and discuss their nutritive value. | (Add calories in snacks.)<br>(Substitute appropriate snack foods with fewer calories.) |
| I-B-3 | p. 178 | Compare costs of a meal bought at a commercial eating place and one cooked at home.<br>Keep a daily food intake chart of food eaten at commercial eating places. | |
| II-A-1 | p. 180 | Check the advertised food specials in your local newspaper. After checking the regular (non-sale) prices, evaluate the actual savings the use of sale items provides, then plan menus for one week. (Home Degree Project) | Conclusions as to effectiveness of food advertisements. |
| II-A-2 | p. 180 | Visit several stores, select one or more food items and compare prices in same brand quality. | Teacher-prepared survey sheet to be filled out by students while in the store. |
| II-A-3 | p. 183 | Determine amounts to purchase for a single person, a couple, a family of four, a family of eight, using the same menu. | Comparison analysis chart. |
| II-B-1 | p. 184 | Define terms, such as unit pricing, open dating, universal product code. | (Teacher test for understanding of unit prices of several sizes of food items.) |
| II-B-2 | p. 186 | Debate: Advertised brands are better than store (generic) brands. | Report on cost and quality of various brand names. |

MATHEMATICS SKILL # 11 and SKILL # 12

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-B-2 p. 186 (Continued) | Survey the different types of milk and the cost to determine the most economical buy. | |
| II-B-3 p. 186 | Play "The Price Is Right": simulate a grocery store with check-out counters, give each student $15 to spend, evaluate according to who made best purchase. | |
| | Determine methods of payment for food (food stamps, check, cash, charge cards). | Checklist of food purchasing habits. |
| III-B-1 p. 190 | Make a chart of fruits and vegetables in season and compare costs of food in season to those not in season. | Chart of seasonal fruits and vegetables. |
| | Compare the cost of home preserved food with commercially preserved foods and the time saved. | |
| IV-A-2 p. 192 | Compare a high cost/low cost meal for the basic meal pattern. | Objective test items on resources to consider in planning meals. |
| | Plan menus for various income levels. | Plan of meals for a week for a special food allowance. |
| IV-B-3 p. 194 | Mark the path to prepare a recipe and clean up on a kitchen drawing. | (Complete number of steps to be taken to cook recipe.) |
| V-B-1 p. 206 | Make a comparison of types as to cost, care, and attractiveness. | |
| V-E-2 p. 212 | Practice computing the amount of tips. | Problem solving: computation of amount of tips on specified amounts. |

MATHEMATICS SKILL # 13 : The student organizes data into tables,

and charts, and graphs.

SKILL # 14 : The student organizes data which has been

organized.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 174 | Classify foods from the four food groups using food models. | Crossword puzzle on basic food groups (students compose the puzzle). |
| I-A-2 p. 174 | Identify food needs for different stages of the life cycle. | Bulletin board showing desirable and undesirable weight. (FHA) |
| I-B-1 p. 176 | Keep a food record of everything eaten for a week and determine why choices were made. | (Checklist for Basic Four fulfillment.) |
| I-B-2 p. 176 | Record all snack foods eaten for two days and discuss their nutritive value. | An exhibit about nutritious snacks to be displayed within the school. (FHA) |
| I-B-3 p. 178 | Compare costs of a meal bought at a commercial eating place and one cooked at home. | Rating scale of menus from commercial eating places. |
| I-B-4 p. 178 | Prepare bulletin board on the various meal patterns. | |
| II-A-1 p. 180 | Study food ads of local food stores to compare prices and brands.<br>Check the advertised food specials in your local newspaper. After checking the regular (non-sale) prices, evaluate the actual savings the use of sale items provide, then plan menus for one week. (Home Degree Project) | (Chart to show variance.) |
| II-A-2 p. 180 | Prepare your family's weekly grocery list and shop with teacher or parent and compare food items under different brand names. (Home Degree Project) | Project report. |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-3 p. 182 | Study labels to determine serving sizes of various food items. | Record food intake for three days including serving sizes. |
| II-A-4 p. 182 | Visit different types of stores and compare costs of specific items. | Conclusions about advantages of different types of food stores. |
| II-A-5 p. 182 | Debate the pros and cons of shopping on a weekday versus weekend. | Checklist of best times to buy (produce, meats, etc.), including seasons. |
| II-B-1 p. 184 | Collect, display, and discuss labels from various foods. | Evaluation of different food labels for type of information listed. |
| II-B-2 p. 186 | Take a field trip to local grocery stores to do comparison shopping on foods in all basic food groups. | Report on cost and quality of various brand names. |
| II-B-2 p. 186 | Collect information on name brands in relation to price and quality. | Comparison of familiar advertised brands and store brand. |
| | Compare fruits and vegetables: fresh, canned, frozen, dried, in-season. | |
| II-B-3 p. 186 | | Checklist of food purchasing habits. |
| III-A-2 p. 188 | Compile a list of factors that would help determine how food is to be stored for convenience. | Checklist on storage of basic food groups. |
| III-B-1 p. 190 | Make a chart of fruits and vegetables in season and compare costs of food in season to those not in season. | Chart of seasonal fruits and vegetables. |
| III-B-2 p. 190 | Make a chart of foods preserved, including dates and amounts. | (Chart of dates and amounts.) |
| IV-A-1 p. 192 | Develop a checklist of criteria for planning meals. | Checklist of criteria for planning nutritious meals. |

MATHEMATICS SKILL # 13 & # 14

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-A-2 p. 192 | Compare a high cost/low cost meal for the basic meal pattern. | Checklist for meal preparations. |
| IV-B-1 p. 194 | Compile a display of kitchen tools with identification tags according to use. | List of uses of five small appliances. |
| IV-B-3 p. 194 | Arrange the kitchen at home for greater efficiency. (Home Degree Project) | Time and motion studies of two kitchens. |
| IV-C-1 p. 196 | (Make a time chart for comparing food preparation between microwave and conventional ovens.) | (Efficient use of chart.) |
| IV-C-2 p. 196 | Compile a list of creative uses for various ingredients--nuts, herbs, spices, sauces, flavorings. | Evaluation sheet on identification and uses of seasonings. |
| IV-C-3 p. 196 | Using a time schedule, prepare and serve a meal within one class period. | List of advantages of a schedule. |
| IV-C-6 p. 198 | Develop a checklist to evaluate appearance and quality. | Contest on attractiveness and palatability of dishes prepared. |
| IV-D-1 p. 200 | Collect and organize recipes for selected entertaining occasions. | Plan made for entertaining. |
| IV-D-2 p. 202 | | Rating scale for refreshment preparation. |
| V-A-1 p. 204 | Draw a diagram of a selected type of meal service. | Diagram of selected type of meal service. |

SCIENCE SKILL # I-B : Differentiates among elements, compounds, and mixtures.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-B-1 p. 184 | View filmstrip, "Read the Label - Set a Better Table."<br>Listen to a FDA representative or nutritionist speak on labeling.<br>Discuss the format of nutritional labels on foods.<br>Collect, display, and discuss labels from various foods. | List of required information on a food label.<br>Evaluation of different food labels for type of information listed.<br>Objective test items. |

SCIENCE SKILL # I-C : Differentiates among solids, liquids, and gases.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| II-B-2 | p. 186 | Survey the different types of milk and the cost to determine the most economical buy. | Objective test.<br>Field trip report. |

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SCIENCE SKILL # I-E : Recognizes water as a unique substance essential to life functions and to many natural inorganic changes.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-2 p. 190 | Classify different methods foods are preserved. | Crossword puzzle on food preservation. |
| | List advantages and disadvantages of various methods of food preservation. | Checklist for preserved foods. |
| | State guidelines of food preservation in lab. | Objective test on food preservation. |

SCIENCE SKILL # I-F : Classifies acid-base water solutions.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| II-B-1 | p. 184 | Bring in labels from canned and packaged foods and analyze the labels for additives and the use of that additive. | (Display of foods and the additives used to control acidity in food products.) |
| IV-C-2 | p. 196 | (Do an experiment. See what happens when the following are mixed:<br>(a) baking soda and sour milk,<br>(b) baking powder and hot water.) | (Evaluation sheet for the functions of these ingredients in bread-making.) |
| | | (Investigate the types of methods of preparing leavened breads.) | (Poster showing pictures of the leavening ingredients used in preparing leavened bread.) |

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SCIENCE SKILL # II-B : Differentiates between potential and kinetic energy.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-B-2 p. 176 | *Identify empty calorie foods. | Objective questions on values and hazards of snacks. |
| | List the differences in nutritive snacks and "junk foods." | An exhibit about nutritious snacks to be displayed within the school. |
| | Record all snack foods eaten for two days and discuss their nutritive value. | |

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*A study (and understanding) of the "calorie" would be necessary in order to make this content relationship meaningful to the student.

SCIENCE SKILL # II-D : Describes and identifies foods as sources biochemical energy.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-2 p. 174 | Identify food needs for the different stages of the life cycle.<br>Determine RDA and calorie needs for individuals in various stages of life cycle, activities, and sex.<br>State how health problems can affect food needs of the individual.<br>Interview individuals in various stages of life cycle to determine daily food intake and food needs in relation to specific diets and food likes and dislikes. | Oral reports on teenage food needs according to sex, age, size, and activity.<br>Analysis of a daily record of food eaten by each student and family members. |

SCIENCE SKILL # II-E : Uses safe procedures in handling hazardous chemicals.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUE |
|---|---|---|---|
| IV-B-2 | p. 194 | Demonstrate the use of the fire extinguishers. | Rating sheet on demonstration on safety and use of fire extinguisher. |

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SCIENCE SKILL # II-G : Describes electrical circuits.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-C-1 p. 196 | Read instruction booklets for appliances in the lab and outline the special instructions for their use and care. | (Checklist for using appliances.) |
| | Observe a demonstration by utility representative on use of microwave and other new equipment. | Objective test on use and care of appliances. |
| | Demonstrate the use and care of large equipment. | |

SCIENCE SKILL # II-H : Describes electromagnetic spectrum as the organizing principle of radio, light, x-ray, and other similar waves.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-C-1 p. 196 | Observe a demonstration by utility representative on use of microwave and other new equipment. | |

SCIENCE SKILL # II-I : Identifies colors.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-A-1 | p. 174 | Make a scrapbook using pictures from magazines show-the different kinds of foods from the daily food guide. | |
| II-A-1 | p. 180 | Investigate methods used by stores to encourage shopper to buy on impulse. | Objective test items on advertisement. |
| IV-A-1 | p. 192 | Divide into small groups and plan a visual display or poster for one of the characteristics of appealing meals--color, flavor, texture, size, shape, and temperature. | |

SCIENCE SKILL # 11-K : Relates conversion of several energy forms (electrical, mechanical, sound, heat, light).

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| IV-B-1 | p. 194 | List the small equipment in your home that are time and energy savers. | List of uses for five small appliances. |
| IV-C-1 | p. 196 | Observe a demonstration by utility representative on use of microwave and other new equipment. | Objective test items. |

SCIENCE SKILL # II-L : Describes and demonstrates heat as a change agent (cooking, melting).

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| III-B-2 | p. 190 | Classify different methods foods are preserved.<br>State guidelines of food preservation in lab. | Objective test on food preservation. |
| IV-C-2 | p. 196 | Demonstrate different methods of preparing foods; summarize principles. (Expand to include concepts of cooking, melting, freezing.) | Summary of principles of preparation. |

SCIENCE SKILL # III-A : Describes simple to complex organisms.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| III-A-2 | p. 188 | Discuss the storage principles of food. | Test items on principles of food storage. |
| | | Select certain foods and demonstrate proper storage. | |
| III-B-2 | p. 190 | Classify different methods foods are preserved. | Crossword puzzle on food preservation. |
| | | List advantages and disadvantages of various methods of food preservation. | Checklist for preserved foods.<br>Objective test on food preservation. |
| IV-C-5 | p. 198 | List steps or give reasons for suggested order for dishwashing by hand and with a dishwasher. | Checklist on clean-up procedures and good work habits used in laboratory. |
| | | Develop a list of good work habits for preparing food. | Posters encouraging personal sanitation and safety for display. |
| | | Establish a written list of rules of sanitary principles of handling food. | Written list of rules on sanitary principles. |
| | | Demonstrate efficient cleaning procedures. | |
| IV-C-2 | p. 196 | List various ways of preparing foods in each of the food groups. | Objective test items. |
| | | Demonstrate different methods of preparing foods; summarize principles. | Summary of principles of preparation. |

SCIENCE SKILL # III-E : Recognizes environmental impact on personal life.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| II-A-5 | p. 182 | Discuss the influence of season and geographic location on availability and cost of food. | |

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SCIENCE SKILL # III-F : Manages personal environment in an effective manner.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| IV-B-1 | p. 194 | List small equipment in your home that are time and energy savers. | |
| IV-B-2 | p. 194 | View and discuss filmstrips such as "Electrical Safety and You." | |
| | | Study appliance booklets and report to class safety features. | |
| | | Demonstrate the use of the fire extinguishers. | |
| | | Construct posters showing proper sanitary and safety principles. | |
| | | Present a demonstration on how to use one of the appliances safely and properly. | |
| IV-C-4 | p. 198 | Recall accidents in your home and discuss how these could have been prevented. | |

SCIENCE SKILL # III-G : Measures and analyzes changes in living systems.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-2 p. 174 | Identify food needs for different stages of the life cycle.<br>State how health problems can affect food needs of the individual.<br>Interview individuals in various stages of life cycle to determine daily food intake and food needs in relation to specific diets and food likes and dislikes.<br>Develop a plan to set up a club for people who want to lose weight. (FHA) | Oral reports on teenage food needs according to sex, age, size, and activity.<br>Analysis of a daily record of food eaten by each student and family member. |
| IV-A-1 p. 192 | Interview family members concerning family's budgeting, time available, size, age, and health; summarize and present results to class of how these factors affect family meal habits. | Checklist of criteria for planning nutritious meals. |

SCIENCE SKILL # III-I : Relates functions to structure of body systems.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-2 p. 174 | Determine RDA and calorie needs for individuals in various stages of life cycle, activities, and sex. | Oral reports on teenage needs according to sex, age, size, and activity. |
| | (Describe the effects of nutrient deficiencies on body systems.) | (Objective test items.) |
| | State how health problems can affect food needs of the individual. | Bulletin board showing desirable and undesirable weight. |

# CORRELATION OF
# CLOTHING AND TEXTILES
# WITH
# OBJECTIVES FOR
# READING
# WRITING
# MATHEMATICS
# SCIENCE

READING SKILL # 1 : The student distinguishes between fact and opinion.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 220 | Select pictures of fads, fashions, and styles to explain why they fit this category. | Collection of pictures to identify fads and fashions. |
| | Survey adults, teenagers. Prepare and present a report on fashion cycles. | |
| I-A-2 p. 220 | Listen to speaker from fashion industry discuss consumer influence on fashion industry. | |
| | Interview buyers regarding buying trends of the consumer. | |
| | Summarize relationship of the clothing industry and the consumer. | |
| | Invite a speaker on "What the Clothing Industry Has to Offer You." | |
| I-A-3 p. 222 | Discuss in small groups clothes appropriate for various occasions. | Case study involving selection of clothes for a week-end trip. |
| | Visit department store to select and decide on clothing for special occasions. | |
| | Give examples of how clothing may be changed for various occasions. | |
| | Plan a dress code for your school justifying your decisions. | |
| I-A-4 p. 222 | Choose pictures, sketch or display garments and describe why each is right for you. | |

READING SKILL # 1

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-4 p. 222 (Continued) | Construct a collage depicting how one's clothing choices are related to one's individuality and values. | |
| | Survey students and adults to determine how aesthetic values affect clothing. | |
| | Illustrate how various fads, styles, and fashions look pleasing on some persons and not on others. | |
| | Develop a notebook of clothing and fabric examples that appeal to your aesthetic values. | Notebook on clothing and fabric. |
| I-B-1 p. 224 | Plan ways to adapt current fads to own body type. | Project report. |
| I-B-2 p. 224 | Try on color collars to determine becoming colors. | |
| I-B-3 p. 226 | Complete open-ended statements concerning the effects of clothing on self-concept, such as "When I wear red, I feel like _____." | |
| | Write an anonymous paragraph entitled, "As I See Me." Have teacher read; see if classmates can identify person. | |
| | Compare effects of clothing on behavior patterns. | |
| I-B-4 p. 226 | Compare these guidelines to those for enhancing self-concept. | |
| I-C-2 p. 228 | Judge garments as to their appropriateness for different stage in the life cycle. | Checklist to determine suitability of clothing for a stage in the life cycle. |
| I-D-1 p. 230 | Describe characteristics of a well-groomed person. | Rating scale on personal appearance. |

READING SKILL # 1

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-D-1 p. 230 (Continued) | Identify a person who you think is well groomed; explain why. | |
| | Complete questionnaire on "How I See Me" and "How I See Others." | |
| | Identify personal characteristics which should be emphasized and those which you would like to camouflage. | |
| I-D-3 p. 232 | Distinguish between clothing wants and needs. | |
| | List purchases according to needs and wants and rate according to priority. | |
| I-D-4 p. 232 | Classify clothing according to lifestyles using magazine pictures. | |
| | Illustrate clothing suitable for your lifestyle using pictures or making posters. | |
| | Plan a wardrobe for a given lifestyle. | Case problem on wardrobe planning for different lifestyles. |
| II-A-1 p. 234 | Compare the advantages and disadvantages of sewing and buying ready-made. | A list of the advantages and disadvantages of ready-made compared to sewing. |
| | Compare the advantages and disadvantages of impulse and planned buying. | |
| II-A-3 p. 236 | Debate "Cash vs. Charge" in relation to clothing. | |
| | Discuss pros and cons of teenage charge accounts for obtaining clothing. | |
| II-B-2 p. 238 | Interview older citizens about techniques used at the end of World War II to use out-of-style clothing. | |

READING SKILL # 2 : The student recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 220 | Read texts or other references on the history of fashion. | |
| I-A-2 p. 220 | Read articles and report on the influence of the consumer on the fashion industry. | Oral report on articles. |
| I-A-4 p. 222 | Read text to define aesthetic values and individuality. | |
| I-B-1 p. 224 | Read text to identify body types. | Objective test. |
| I-B-2 p. 224 | Read to identify the elements of design. | |
| I-B-3 p. 226 | Read texts to define self-concept and self-image. | |
| I-C-2 p. 228 | Identify clothing needs for stages of the life cycle. | Checklist to determine suitability of clothing for a stage in the life cycle. |
| I-C-3 p. 228 | Identify physical handicaps that may affect clothing selection.<br>Identify clothing aids which may be purchased for the handicapped. | Problem test on identification of alterations needed to accommodate a particular handicap. |
| II-A-2 p. 234 | Identify characteristics of low, medium, and high quality merchandise. | |
| II-A-4 p. 236 | (Read and) discuss laws on labeling and legislation. | |
| II-B-1 p. 238 | Consult references for methods of recycling garments. | |
| II-C-3 p. 242 | Read references for suggested ways of alteration. | Checklist for pattern alteration. |

READING SKILL # 2

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-C-4 p. 242 | Study guide sheet and identify the layout plan to follow. | Objective test items. |
| II-C-5 p. 244 | Observe transparencies and/or consult references on methods of marking. | Objective test items on marking. |
| II-C-7 p. 246 | Interpret information on guide sheet to construct garment. | |
| III-A-1 p. 250 | Read textbooks and pamphlets on proper cleaning procedures for various fabrics.<br>Interpret terms on labels and hang tags and for Federal Trade Commission requirements. | Objective test questions. |
| III-A-4 p. 252 | Read about various stain removal methods and list their effectiveness.<br>Identify common stains and way of removing them. | Case situations on stain removal. |
| III-B-1 p. 254 | Consult textbooks for information about repairing clothing. | |
| III-C-1 p. 256 | Identify proper storage methods for storing woolens, cottons, sweaters, knits, leather items, and stretch garments. | |

READING SKILL # 3 : The student interprets directions and instructions.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-3 p. 222 | Plan a dress code for your school justifying your decisions. (Home Degree Project) | |
| | Present a fashion show to illustrate appropriate clothing for various occasions. (Could be related to above activity--showing appropriate school apparel.) | (Success of dress code and fashion show.) |
| I-A-4 p. 222 | Develop a notebook of clothing and fabric examples that appeal to your aesthetic values. | Notebook on clothing and fabric. |
| I-B-2 p. 224 | Select garments that represent the following lines: horizontal, curved, diagonal, and vertical. | Paper-pencil test using illustrations of designs utilizing various lines, colors, and designs. |
| I-B-3 p. 226 | Analyze how self-concept affects clothing purchases. | Written summary of the effects of body types and clothing choices on one's self-concept. |
| I-C-3 p. 228 | Design clothing for different handicaps. | Poster showing garment construction for the handicapped. |
| I-D-3 p. 232 | Evaluate existing clothing and accessories to determine wardrobe needs. (Home Degree Project) | Project report. |
| I-D-4 p. 232 | Purchase or construct a needed garment which fits your lifestyle. (Home Degree Project) | (Completed garment)--project evaluation. |
| II-A-1 p. 234 | Set up a clothing plan using a case study which includes a budget, store in the community, lifestyle, time, and other | Written solution to case study. |

READING SKILL # 3

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-1 p. 234 (Continued) | resources to determine clothing purchases. | |
| II-A-2 p. 234 | Analyze workmanship of clothes for adults, teenagers, children, and infants and report to class. | Quality checklist for purchasing ready-made clothing and custom-made. |
| II-A-4 p. 236 | Design an original hang tag including all information required. | Student-designed hang tags. |
| II-B-1 p. 238 | Select and plan a garment to be recycled in class. | Pictures of the recycled garments before and after recycling. |
| | Model recycled garment for class and explain how project was done. | Project report. |
| II-B-2 p. 238 | Plan a new item to be made from a used garment and share with the class. | Written plans for designing and making new items. |
| | Make new items from used clothing. | Score card for newly created item. |
| II-C-2 p. 240 | Take body measurements using both metric and English systems to determine pattern size. | |
| | Complete a purchase form, listing pattern, fabric, and notion information. | Complete purchase form. |
| | Purchase pattern and using the pattern envelope, determine amount of fabric and the notions needed. | |
| II-C-3 p. 242 | Make alterations on your own pattern if needed. | Checklist for pattern alteration. |
| II-C-4 p. 242 | Study guide sheet and identify the layout plan to follow. | Checklist on pattern layout and cutting. |
| | Lay pattern on fabric, pin, and have checked by teacher. | |

READING SKILL # 3

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-C-4 p. 242 (Continued) | Cut pieces of garment from fabric. | |
| II-C-5 p. 244 | Transfer markings on fabric pieces of garments. | Practical test on markings. |
| II-C-6 p. 244 | Utilize proper pressing techniques throughout construction. | Checklist for correct pressing of various parts of the garment. |
| II-C-7 p. 246 | Construct a garment illustrating mastery of correct construction techniques. | (Finished garment.) |
| | Interpret information on guide sheet to construct a garment. | |
| II-C-8 p. 248 | Rate own garment upon completion. | Checklist or rating scale on finished garment. |
| III-A-2 p. 250 | Launder personal and/or family clothing. (Home Degree Project) | Report of home degree project. |
| III-A-4 p. 252 | Remove stains from personal and family clothing. (Home Degree Project) | Project report. |
| III-B-2 p. 254 | Make plans and repair personal clothing. | Garments on display showing completed repairs. |
| III-C-1 p. 256 | Demonstrate hanging and folding techniques used in storing textile products. | List of storage method for various fabrics and garments. |
| | Create storage accessories. (Home Degree Project) | Project evaluation. |
| III-C-2 p. 256 | Arrange closet and other storage areas for efficiency. (Home Degree Project) | Report on home project. |

READING SKILL # 4 : The student recognizes implicitly stated main ideas, details, sequences of events, and cause and effect relationships.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 220 | Read texts or other references on the history of fashion. | Checklist to distinguish between fads and fashion. |
| | Define fad, fashion, style, high fashion, and taste. | Bulletin board to illustrate how historic fashions affect present fashions. |
| | Prepare and present a report on fashion cycles. | |
| I-A-2 p. 220 | Read articles and report on the influence of the consumer on the fashion industry. | |
| I-A-4 p. 222 | Read text to define aesthetic values and individuality. | Rating scale to help identify clothing values. |
| | Survey students and adults to determine how aesthetic values affect clothing choices. | |
| I-B-1 p. 224 | Read text to identify body types. | Pictures to identify body types. |
| | Discuss the effect of poor posture on clothing choices. | |
| I-B-2 p. 224 | Read text to identify the elements of design. | |
| | Analyze the effect of lines on the wearer using various neckline collars. | |
| | Formulate guidelines for selection of design in clothing in relation to own body build. | |
| I-B-3 p. 226 | Read texts to define self-concept and self-image. | |
| | Complete open-ended statements concerning the effects of clothing on self-concept, such as "When I wear red I feel like__." | |

READING SKILL # 4

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-B-3 p. 226 (Continued) | Compare the effects of clothing on behavior patterns.<br>Analyze how self-concept affects clothing purchases. | Written summary of the effects of body types and clothing choices on one's self-concept. |
| I-B-4 p. 226 | Compile guidelines for selecting clothing that communicate effectively to others. | |
| I-C-1 p. 228 | Develop a checklist to determine appropriate clothing for various climates. | Checklist of appropriate clothes for seasons and geographical locations. |
| I-C-2 p. 228 | Judge garments as to their appropriateness for different stages of the life cycle. | Checklist to determine suitability of clothing for a stage in the life cycle. |
| I-D-2 p. 230 | Develop and carry out a plan for improving grooming habits. (Home Degree Project) | Project report. |
| I-D-3 p. 232 | Distinguish between clothing wants and needs. | |
| | Evaluate existing clothing and accessories to determine wardrobe needs. (Home Degree Project) | Project report. |
| I-D-4 p. 232 | Plan a wardrobe for a given lifestyle. | |
| II-A-1 p. 234 | Set up a clothing plan using a case study which includes a budget, store in the community, lifestyle, time, and other resources to determine clothing purchases. | Written solution to case study. |
| II-A-2 p. 234 | Analyze workmanship of clothes for adults, teenagers, children, and infants and report to class. | Quality checklist for purchasing ready-made clothing and custom-made. |
| II-A-3 p. 236 | Analyze cost of garment for each method of payment. | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-3 p. 236 (Continued) | Debate "Cash vs. Charge" in relation to clothing. | |
| II-B-2 p. 238 | List all possible ways of obtaining new items from used clothing. | |
| II-B-7 p. 246 | Interpret information on guide sheet to construct a garment. | |
| III-A-1 p. 250 | Interpret terms on labels and hang tags and for Federal Trade Commission requirements. | |
| III-A-2 p. 250 | Distinguish between the terms pressing and ironing and determine when each would be used. | Checklist on laundry procedures suitable for different types of fabrics. |
| II-B-2 p. 254 | Relate an incident where the need for clothing repairs affects behavior. | |

READING SKILL # 5 : The student interprets semantic relationships.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 220 | Define fad, fashion, style, high fashion, and taste. | Checklist to distinguish between fads and fashion. |
| I-A-4 p. 222 | Read text to define aesthetic values and individuality. | Paper-pencil test items. |
| I-B-1 p. 224 | Read text to identify body types. | (Objective test.) |
| I-B-2 p. 224 | Read text to identify the elements of design. | Paper-pencil test using illustrations of design utilizing various lines, colors, and designs. |
| I-B-3 p. 226 | Read texts to define self-concept and self-image. | |
| I-D-1 p. 230 | Define grooming. | |
| I-D-4 p. 232 | Define lifestyles. | |
| II-A-2 p. 234 | (Define quality workmanship.) | |
| II-A-4 p. 236 | Define terms found on hang tags and labels. | (Paper-pencil test on vocabulary used on hang tags and labels.) |
| II-B-1 p. 238 | (Define recycling.) | |
| II-C-1 p. 240 | List needed sewing and pressing equipment.<br>Identify small sewing equipment using name and use cards.<br>Complete word scramble or crossword puzzle on sewing and pressing equipment. | Identification test on sewing and pressing equipment.<br>Games: Sewing Terms and Facts, No. 25; Sewing Crosswords, No. 26; Sewing Terms, No. 24. |
| II-C-4 p. 242 | (Read text to identify layout terms and symbols.) | Objective test items. |

READING SKILL # 5

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-A-1 p. 250 | Interpret terms on labels and hand tags and for Federal Trade Commission requirements. | Objective test (define terms). |
| III-A-2 p. 250 | Distinguish between the terms pressing and ironing and determine when each would be used. | (Objective test to define terms.) |
| III-B-1 p. 254 | Discuss the difference between repairs and altering. | |

READING SKILL # 6 : The student interprets figurative language.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 220 | Select pictures of fads, fashions, and styles to explain why they fit this category. | Collection of pictures to identify fads and fashions. |
| I-A-2 p. 222 | Role play situations involving appropriate and inappropriate dress. | |
| I-A-4 p. 222 | Illustrate how various fads, styles, and fashions look pleasing on some persons and not on others. | Select a garment that is pleasing or not pleasing for you and tell why. |
| I-B-1 p. 224 | Present a skit showing "Miss Wrong and Mr. Wrong" who feel they must wear all the current fads. | |
| I-B-2 p. 224 | Show patterns, pictures, or actual garments of how trims and accessories change lines to fit individual figure types. | Bulletin board on elements of design as related to clothing. |
| I-B-3 p. 226 | Complete open-ended statements concerning the effects of clothing on self-concept, such as "When I wear red I feel like_____."<br>Write an anonymous paragraph entitled, "As I See Me." Have teacher read; see if classmates can identify person. | |
| I-C-2 p. 228 | Judge garments as to their appropriateness for different stages of the life cycle. | Checklist to determine suitability of clothing for a stage in the life cycle. |
| I-D-1 p. 230 | Complete questionnaire on "How I See Me" and "How I See Others." | (Questionnaire.) |

READING SKILL # 6

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-D-1 p. 230 (Continued) | Identify personal characteristics which should be emphasized and those which you would like to camouflage. | Rating scale on personal appearance. |
| II-A-4 p. 236 | | Bulletin board on "Labels Can Be Life Savers." |
| II-B-1 p. 238 | Prepare bulletin board entitled "Cures for Sick Clothes." | (Bulletin board.) |

READING SKILL # 7 : The student recognizes propaganda techniques.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-2 p. 220 | Read articles and report on the influence of the consumer on the fashion industry. | Oral report on articles. |
| | Interview buyers regarding buying trends of the consumer. | Written paragraph on relationship of the clothing industry and the consumer. |
| I-A-3 p. 222 | Visit department store to select and decide on clothing for special occasions. | |
| | Plan a dress code for your school justifying your decision. (Home Degree Project) | |
| I-A-4 p. 222 | Illustrate how various fads, styles, and fashions look pleasing on some persons and not on others. | Rating scale to help identify clothing values. |
| | Develop a notebook of clothing and fabric examples that appeal to your aesthetic values. | Notebook on clothing and fabric. |
| I-B-1 p. 224 | Present a skit showing "Miss Wrong and Mr. Wrong" who feel they must wear all the current fads. (FHA) | |
| I-B-3 p. 226 | Complete open-ended statements concerning the effects of clothing on self-concept, such as "When I wear red I feel like____." | |
| | Discuss personal feelings when dressed attractively and when not. | |
| I-B-4 p. 226 | Make a list of things which affect your first image of a person. Compare list of all class members. | |

READING SKILL # 7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-D-3 p. 232 | Distinguish between clothing wants and needs. | |
| I-D-4 p. 232 | Classify clothing according to lifestyles using magazine pictures. | |
| II-A-1 p. 234 | Compare the advantages and disadvantages of impulse and planned buying. | |
| II-A-3 p. 236 | Debate "Cash vs. Charge" in relation to clothing. | |
| II-B-1 p. 238 | Examine magazines for examples of recycled garments; display pictures for class. | |

READING SKILL # 8 : The student locates information in reference sources.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 220 | Read text or other reference on the history of fashion. | |
| | Define fad, fashion, style, high fashion, and taste. | Bulletin board to illustrate how historic fashions affect present fashions. |
| | Prepare and present a report on fashion cycles. | |
| I-A-2 p. 220 | Read articles and report on the influence of the consumer on the fashion industry. | Oral report on articles. |
| I-A-4 p. 222 | Survey students and adults to determine how aesthetic values affect clothing choices. | |
| I-B-2 p. 224 | Analyze the effect of lines on the wearer using various neckline collars. | |
| I-B-4 p. 226 | Collect pictures of clothing that depict occupations. | Pictures depicting occupations. |
| | Match clothing descriptions to different occupations. | |
| I-C-1 p. 228 | Research clothing needs for different geographical areas and report to class. | Oral and written research report. |
| I-D-1 p. 230 | View filmstrip on grooming. | |
| | Observe classroom demonstration of nail care, hair care, and skin care. | Checklist on techniques learned from demonstration. |
| | Observe resource person doing makeup demonstration. | |
| I-D-3 p. 232 | View filmstrip on wardrobe planning. | |

READING SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-D-4 p. 232 | Classify clothing according to lifestyles using magazine pictures. | |
| | Illustrate clothing appropriate for your lifestyle using pictures or making posters. | |
| II-A-1 p. 234 | Plan your individual wardrobe and estimate cost at budget prices and at moderate prices. (Home Degree Project) | |
| II-A-2 p. 234 | View filmstrip/film showing qualities of workmanship in clothing. | |
| | Analyze workmanship of clothes for adults, teenagers, children, and infants and report to class. | |
| II-A-3 p. 236 | Analyze cost of garment for each method of payment. | |
| | Acquire credit or charge applications from a department store and discuss information requested and why it is needed. | |
| II-A-4 p. 236 | Define terms found on hang tags and labels. | |
| | Collect and bring to class labels and hang tags. Categorize and discuss the information found on the labels and hang tags. | Checklist on information found on hang tags. |
| | Discuss laws on labeling and legislation. | Bulletin board on "Labels Can Be Life Savers." |
| II-B-1 p. 238 | Consult references for methods of recycling garments. | |
| | Examine magazines for examples of recycled garments; display pictures for class. | Pictures of the recycled garments before and after recycling. |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-B-2 p. 238 | Interview older citizens about techniques used at the end of World War II to use out-of-style clothing. | |
| | Visit "Thrift Store" to assess available used clothing. | |
| II-C-1 p. 240 | Identify small sewing equipment using name and use cards. | |
| | Observe demonstration on proper use and care of the sewing machine. | Checklist on proper use and care of the sewing machine. |
| II-C-2 p. 240 | Visit a fabric store to purchase fabric and notions. | |
| | Participate in "show and tell" of student-selected patterns, fabrics, and notions and give reason for selection. | |
| II-C-3 p. 242 | View filmstrips on altering to fit. | |
| | Read references for suggested ways of alteration. | |
| | View transparencies from Butterick Vol. II, "See and Sew." | |
| II-C-4 p. 242 | Consult references and/or view filmstrips and transparencies on layout of a pattern and cutting out a garment. | Checklist for pattern alteration. |
| | Observe demonstration of fabric preparation for layout, using correct pinning and cutting techniques. | |
| | Study guide sheet and identify the layout plan to follow. | |
| II-C-5 p. 244 | Observe transparencies and/or consult references on methods of marking. | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-C-5 p. 244 (Continued) | Observe demonstration on methods of marking pattern. | Objective test items. |
| II-C-6 p. 244 | Observe demonstration on correct use of the various pressing equipment. | Checklist on pattern layout and cutting. |
| II-C-7 p. 246 | View and discuss filmloops/ filmstrips/transparencies on basic construction techniques.<br>View demonstration on selected construction techniques.<br>Visit a clothing industry or retail clothing store to observe and compare clothing techniques and how they affect the finished product.<br>Interpret information on guide sheet to construct a garment. | Checklist, rating scale, or scorecard for each construction technique. |
| III-A-1 p. 250 | Read textbooks and pamphlets on proper cleaning procedures for various fabrics.<br>Interpret terms on labels and hang tags and for Federal Trade Commission requirements. | Objective test questions. |
| | Prepare a personal file on hang tags and labels from the family clothing. (Home Degree Project) | Personal file on hang tags and labels. |
| III-A-2 p. 250 | Observe demonstration on laundry techniques. | Checklist on laundry procedures suitable for different types of fabrics. |
| III-A-3 p. 252 | Visit dry cleaner and/or laundromat establishment to observe how cleaning is done.<br>Contact cleaning establishment to discover other services available. | |
| III-A-4 p. 252 | Read about various stain removal methods and list their effectiveness. | Checklist evaluating stain removal products and techniques. |

READING SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-1 p. 254 | Consult textbooks for information about repairing clothing. | |
| III-B-2 p. 254 | View demonstration of proper techniques, such as hooks and eyes, buttons, snaps, iron-on patches, mending a loose hem. | |
| III-C-1 p. 256 | Look in catalogs to identify various storage accessories. | |

READING SKILL # 9 : The student makes generalizations and draws conclusions.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-2 p. 220 | Listen to speaker from fashion industry discuss consumer influences on fashion industry. | |
| | Interview buyers regarding trends of the consumer. | |
| | View and discuss filmstrip on relationship between consumers and clothing industry. | |
| | Summarize relationship of the clothing industry and the consumer. | Written paragraph on relationship of the clothing industry and the consumer. |
| I-A-3 p. 222 | Give examples of how clothing may be changed for various occasions. | Scrapbook on clothing for various occasions. |
| I-A-4 p. 222 | Choose pictures, sketch, or display garments and describe why each is right for you. | |
| | Survey students and adults to determine how aesthetic values affect clothing choices. | Rating scale to help identify clothing values. |
| | Illustrate how various fads, styles, and fashions look pleasing on some persons and not on others. | Notebook on clothing and fabric. |
| I-B-1 p. 224 | Plan ways to adapt current fads to own body type. | Project report. |
| I-B-2 p. 224 | Select garments that represent the following lines: horizontal, curved, diagonal, and vertical. | Paper-pencil test using illustrations of designs utilizing various lines, colors, and designs. |
| | Formulate guidelines for selection of design in clothing in relation to own body build. | Self-analysis notebook. |

READING SKILL # 9

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-B-3 p. 226 | Compare effects of clothing on behavior patterns. | Written summary of the effects of body types and clothing choices on one's self-concept. |
| | Analyze how self-concept affects clothing purchases. | |
| I-C-1 p. 228 | Research clothing needs for different geographical areas and report to class. | Oral and written research report. |
| | Discuss the impact of the energy shortage on clothing needs. | |
| I-C-2 p. 228 | Judge garments as to their appropriateness for different stages of the life cycle. | Checklist to determine suitability of clothing for a stage in the life cycle. |
| | Summarize by developing checklists for each stage of life cycle. | Checklist for display of clothing needs for life cycle stages. |
| I-D-1 p. 230 | Describe characteristics of well-groomed person. | |
| I-D-3 p. 232 | Distinguish between clothing wants and needs. | |
| | Evaluate existing clothing and accessories to determine wardrobe needs. (Home Degree Project) | Project report. |
| II-A-1 p. 234 | Compare the advantages and disadvantages of sewing and buying ready-made. | A list of the advantages and disadvantages of ready-made compared to sewing. |
| | Compare the advantages and disadvantages of impulse and planned buying. | |
| II-A-2 p. 234 | Compare workmanship and price for custom-made vs. ready-made garments. | Quality checklist for purchasing ready-made clothing and custom-made. |
| | Analyze workmanship of clothes for adults, teenagers, children, and infants and report to class. | |

READING SKILL # 9

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-3 p. 236 | Discuss pros and cons of teenage charge accounts for obtaining clothing. | |
| II-A-4 p. 236 | Collect and bring to class labels and hang tags. Categorize and discuss the information found on the labels and hang tags. | |
| | Use a case problem on selecting a particular item based on information on tags and labels. | Checklist on information found on hang tags. |
| II-C-2 p. 240 | Participate in "show and tell" of student-selected patterns, fabrics, and notions and give reason for selection. | |
| II-C-6 p. 244 | Evaluate results of a properly pressed and improperly pressed garment giving consideration to the time involved and the appearance of the garment. | Checklist for properly pressed garments. |
| II-C-7 p. 246 | Visit a clothing industry or retail clothing store to observe and compare clothing techniques and how they affect the finished product. | Checklist, rating scale, or scorecard for each construction technique. |
| | Interpret information on guide sheet to construct a garment. | |
| II-C-8 p. 248 | Develop a checklist of standards for finished garments. | Checklist or rating scale on finished garment. |
| III-A-1 p. 250 | Compile a list of suggestions to follow in caring for some of the new fabrics of man-made fibers. | |
| III-A-2 p. 250 | Distinguish between the terms pressing and ironing and determine when each should be used. | (Written report on cleaning services.) |
| III-A-3 p. 252 | List preparations needed before sending items to dry cleaner. | |

READING SKILL # 9

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-A-4 p. 252 | Identify common stains and ways of removing them. | Checklist evaluating stain removal products and techniques. |
| III-B-1 p. 254 | List repairs that usually are needed in clothing and determine methods needed to repair each. | Analysis of repairs needed on various garments. |
| III-B-2 p. 254 | Relate an incident where the need for clothing repairs affects behavior. | |
| III-C-2 p. 256 | Organize clothing according to type of clothing and frequency of use.<br>Organize storage space according to items to be stored. | |

READING SKILL # 10 : The student makes predictions and comparisons.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 220 | Select pictures of fads, fashions, and styles to explain why they fit this category. | Checklist to distinguish between fads and fashions. |
| I-B-3 p. 226 | Complete open-ended statements concerning the effects of clothing on self-concept, such as "When I wear red I feel like_____."<br>Compare effects of clothing on behavior patterns.<br>Discuss personal feelings when dressed attractively and when not. | Written summary of the effects of body types and clothing choices on one's self-concept. |
| I-B-4 p. 226 | Make a list of things which affect your first impression of a person. Compare list of all class members.<br>Match clothing descriptions to different occupations.<br>Compare these guidelines to those for enhancing self-concept. | |
| I-C-1 p. 228 | Compare types of fabrics worn in different seasons. | Checklist of appropriate clothes for seasons and geographical locations. |
| I-C-2 p. 228 | Compare clothing needs of young children and the elderly. | Checklist to determine suitability of clothing for stages in the life cycle. |
| I-D-2 p. 230 | | Written analysis of how grooming habits shown in pictures affect the total look. |
| I-D-3 p. 232 | Distinguish between clothing needs and wants. | Pictures of possible future purchases based on priorities. |

READING SKILL # 10

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| II-A-1 | p. 234 | Compare the advantages and disadvantages of sewing and buying ready-made. | A list of the advantages and disadvantages of ready-made compared to sewing. |
| | | Compare the advantages and disadvantages of impulse and planned buying. | |
| | | Discuss the advantages and disadvantages of seasonal purchasing plan. | |
| | | Compare workmanship and price for custom-made vs. ready-made garments. | Quality checklist for purchasing ready-made and custom-made clothing. |
| | | Prepare a display or bulletin board to show comparative qualities of garments. | |
| | | Bring to class garments to compare workmanship. | |
| II-A-3 | p. 236 | List ways to pay for clothing and discuss advantages and disadvantages of each. | Paper-pencil test on methods of paying for clothing. |
| | | Debate "Cash vs. Charge" in relation to clothing. | Checklist on advantages and disadvantages of different ways of payment. |
| | | Discuss pros and cons of teen-age charge accounts for obtaining clothing. | |
| II-B-1 | p. 238 | Examine magazines for examples of recycled garments; display pictures for class. | Pictures of the recycled garments before and after recycling. |
| II-C-3 | p. 242 | Compare body measures to pattern size and determine alterations needed. | |
| II-C-6 | p. 244 | Evaluate results of a properly pressed and improperly pressed garment giving consideration to the time involved and the appearance of the garment. | Checklist for correct pressing of various parts of the garment. |
| II-C-7 | p. 246 | Visit a clothing industry or retail clothing store to | Checklist, rating scale, or scorecard for each |

READING SKILL # 10

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-C-7 p. 246 (Continued) | observe and compare clothing techniques and how they affect the finished product. | construction technique. |
| II-C-8 p. 248 | Construct a bulletin board contrasting poor construction and good construction. | |
| | Compare teacher and student evaluation. | Checklist or rating scale on finished garment. |
| III-A-3 p. 252 | Compare advantages and disadvantages of professional and coin-operated cleaning services. | |
| III-B-1 p. 254 | Discuss the differences between repairs and altering. | |

READING SKILL # 11 : The student recognizes relevance of data.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING ACTIVITIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 220 | Survey adults to learn type of clothing they wore as teenagers.<br>Prepare and present a report on fashion cycles. | |
| I-A-2 p. 220 | Read articles and report on the influence of the consumer on the fashion industry. | Oral report on articles. |
| I-A-4 p. 222 | Choose pictures, sketch, or display garments and describe why each is right for you.<br>Survey students and adults to determine how aesthetic values affect clothing choices. | Rating scale to help identify clothing values. |
| I-B-1 p. 224 | Make personal and family size charts on small cards for shopping purposes. | |
| I-B-2 p. 224 | Show patterns, pictures, or actual garments of how trims and accessories change lines to fit individual figure types.<br>Formulate guidelines for selection of design in clothing in relation to own body build. | |
| I-B-4 p. 226 | Discuss how various occasions require different communications, such as work, play, school, church, dating. | |
| I-C-1 p. 228 | Research clothing needs for different geographical areas and report to class.<br>Discuss the impact of the energy shortage on clothing needs. | |

READING SKILL # 11

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-C-1 p. 228 (Continued) | Develop a checklist to determine appropriate clothing for various climates. | Checklist of appropriate clothes for seasons and geographical locations. |
| I-D-1 p. 230 | Identify a person who you think is well groomed; explain why. | |
| II-A-1 p. 234 | Evaluate sources for obtaining clothing. | Paper-pencil test items on shopping. |
| | Set up a clothing plan using a case study which includes a budget, store in the community, lifestyle, time, and other resources to determine clothing purchases. | Written solution to case study. |
| II-A-2 p. 234 | Analyze workmanship of clothes for adults, teenagers, children, and infants and report to class. | |
| II-A-3 p. 236 | Analyze cost of garment for each method of payment. | |
| | Acquire credit or charge applications from a department store and discuss information requested and why it is needed. | |
| II-B-2 p. 238 | Visit "Thrift Store" to assess available used clothing. | |
| II-C-3 p. 242 | Read references for suggested ways of alterations. | |
| | Make alterations on your own pattern if needed. | |
| II-C-4 p. 242 | Study guide sheet and identify the layout plan to follow. | |
| II-C-6 p. 244 | Evaluate results of a properly pressed and improperly pressed garment giving consideration to the time involved and the appearance of the garment. | Checklist for correct pressing of various parts of the garment. |

READING SKILL # 11

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| II-C-7 | p. 246 | Make a time/energy work plan for garment construction. | |
| | | Interpret information on guide sheet to construct a garment. | |
| III-A-1 | p. 250 | Interpret terms on labels and hang tags and for Federal Trade Commission requirements. | |
| III-A-2 | p. 250 | List factors that determine the amount of soap or detergent to use. | |
| III-A-4 | p. 252 | Read about various stain removal methods and list their effectiveness. | |

READING SKILL # 12 : The student recognizes appropriate reference sources.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 220 | Read texts or other references on the fashion industry. | Checklist to distinguish between fads and fashions. |
| | Select pictures of fads, fashions, and styles to explain why they fit this category. | Collection of pictures to identify fads and fashions. |
| | Show old pictures or old clothing to depict styles of certain periods. | Bulletin board to illustrate how historic fashions affect present fashions. |
| | Prepare and present a report on fashion cycles. | |
| I-A-2 p. 220 | Read articles and report on the influence of the consumer on the fashion industry. | Oral report on articles. |
| | Interview buyers regarding buying trends of the consumer. | Written paragraph on relationship of the clothing industry and the consumer. |
| | Invite a speaker on "What the Clothing Industry Has to Offer You." (FHA Program) | |
| I-A-3 p. 222 | Visit department store to select and decide on clothing for special occasions. | Scrapbook on clothing for special occasions. |
| | Plan a dress code for your school justifying your decision. | |
| I-A-4 p. 222 | Choose pictures, sketch, or display garments and describe why each is right for you. | |
| | Construct a collage depicting how one's clothing choices are related to one's individuality and values. | Rating scale to help identify clothing values. |
| | Survey students and adults to determine how aesthetic | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-4 p. 222 (Continued) | values affect clothing choices. | |
| | Develop a notebook of clothing and fabric examples that appeal to your aesthetic values. | Notebook on clothing and fabric. |
| I-B-1 p. 224 | Present a skit showing "Miss Wrong and Mr. Wrong" who feel they must wear all the current fads. (FHA) | |
| I-B-2 p. 224 | View transparencies or filmstrip on the effects of color, line, and design on the wearer. | Checklist on color wheel. |
| | Select garments that represent the following lines: horizontal, curved, diagonal, and vertical. | |
| | Analyze the effect of lines on the wearer using various neckline collars. | Self analysis notebook. |
| I-B-4 p. 226 | Model several types of clothing which communicate specific information about the wearer. | |
| | Collect pictures of clothing that depict occupations. | Pictures depicting occupations. |
| | Match clothing descriptions to different occupations. | |
| | Compile guidelines for selecting clothing that communicates effectively to others. | |
| I-C-1 p. 228 | Research clothing needs for different geographical areas and report to class. | Oral and written research report. |
| | Develop a checklist to determine appropriate clothing for various climates. | Checklist for appropriate clothes for seasons and geographical locations. |

READING SKILL # 12

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-C-2 p. 228 | Construct a bulletin board depicting the clothing needs for each stage in the life cycle. | Checklist to determine suitability of clothing for a stage in the life cycle. |
| | Summarize by developing checklists for each stage of the life cycle. | Checklist for display of clothing needs for life cycle stages. |
| I-C-3 p. 228 | Identify clothing aids which may be purchased for the handicapped. | |
| | Identify physical handicaps that may affect clothing selection. | Problem test on identification of alterations needed to accommodate a particular handicap. |
| | Make a poster showing types of garments for a selected handicap. | Poster showing garment construction for the handicapped. |
| | Design clothing for different handicaps. | |
| I-D-1 p. 230 | Prepare bulletin board emphasizing proper diet, cleanliness, exercise, fresh air, sleep, etc. | |
| I-D-4 p. 232 | Classify clothing according to lifestyles using magazine pictures. | Case problem on wardrobe planning for different lifestyles. |
| | Construct a bulletin board on clothing for different lifestyles. | |
| | Illustrate clothing appropriate for your lifestyle using pictures or making posters. | |
| II-A-1 p. 234 | Evaluate sources for obtaining clothing. | |
| | Set up a clothing plan using a case study which includes a budget, a store in the community, lifestyle, time, and other resources to determine clothing purchases. | Written solution to case study. |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-1 p. 234 (Continued) | Plan your individual wardrobe and estimate cost at budget prices and at moderate prices. (Home Degree Project) | Project report. |
| II-A-2 p. 234 | Prepare a display or bulletin board to show comparative qualities of garments. | Quality checklist for purchasing ready-made clothing and custom-made. |
| | Analyze workmanship of clothes for adults, teenagers, children, and infants and report to class. | |
| | Bring to class garments to compare workmanship. | |
| II-A-3 p. 236 | Acquire credit or charge applications from a department store and discuss information requested and why it is needed. | |
| II-A-4 p. 236 | Collect and bring to class labels and hang tags. Categorize and discuss the information found on the labels and hang tags. | Checklist on information found on hang tags. |
| II-B-1 p. 238 | Examine magazines for examples of recycled garments; display pictures for class. | |
| | Prepare bulletin board entitled, "Cures for Sick Clothes." | |
| II-B-2 p. 238 | Interview older citizens about techniques used at the end of World War II to use out-of-style clothing. | |
| | Plan a new item to be made from a used garment and share with the class. | Written plans for designing and making new items. |
| | Display new items made from old garments. | |
| | Visit "Thrift Store" to assess available used clothing. | |

READING SKILL # 12

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-C-2 p. 240 | Select a pattern that includes the required construction technique. | Checklist on pattern-fabric coordination. |
| | Purchase pattern and using the pattern envelope, determine amount of fabric and the notions needed. | Completed purchase form. |
| | Visit a fabric store to purchase fabric and notions. | |
| II-C-3 p. 242 | Read references for suggested ways of alteration. | Checklist for pattern alteration. |
| II-C-4 p. 242 | Consult references and/or view filmstrips and transparencies on layout of a pattern and cutting out a garment. | Checklist on pattern layout and alteration. |
| | Observe demonstration of fabric preparation for layout, using correct pinning and cutting techniques. | Objective test items. |
| | Study guide sheet and identify the layout plan to follow. | |
| II-C-6 p. 244 | Evaluate results of a properly pressed and improperly pressed garment giving consideration to the time involved and the appearance of the garment. | Checklist for correct pressing of various parts of the garment. |
| II-C-7 p. 246 | Visit a clothing industry or retail clothing store to observe and compare clothing techniques and how they affect the finished product. | Checklist, rating scale, or scorecard for each construction technique. |
| | Interpret information on guide sheet to construct a garment. | Rating scale. |
| II-C-8 p. 248 | Construct a bulletin board contrasting poor construction and good construction. | |
| | Develop a checklist of standards for finished garments. | Checklist or rating scale on finished garment. |

READING SKILL # 12

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-A-1 p. 250 | Read textbooks and pamphlets on proper cleaning procedures for various fabrics. | |
| | Interpret terms on labels and hang tags and for Federal Trade Commission requirements. | |
| | Prepare a personal file on hang tags and labels from the family clothing. (Home Degree Project) | |
| III-A-2 p. 250 | Set up exhibit of different laundry aids and discuss their uses. | Checklist on laundry procedures suitable for different types of fabrics. |
| | List factors that determine the amount of soap or detergent to use. | Rating scale on effectiveness of particular laundry products. |
| III-A-3 p. 252 | Visit dry cleaner and/or laundromat establishment to observe how cleaning is done. | Checklist on dry cleaning services. |
| | Contact cleaning establishment to discover other services available. | Written report on cleaning services available to the consumer. |
| | Compare advantages and disadvantages of professional and coin operated cleaning services. | |
| III-A-4 p. 252 | Read about various stain removal methods and list their effectiveness. | Checklist evaluating stain removal products and techniques. |
| | List various stain removal methods, the equipment needed, and the expected results. | Case situations on stain removals. |
| | Identify common stains and ways of removing them. | |
| | Construct a poster on stain removal. | |
| | Develop a personal file on common stain removals. | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-1 p. 254 | Consult textbooks for information about repairing clothing. | |
| | List repairs that usually are needed in clothing and determine methods needed to repair each. | Analysis of repairs needed on various garments. |
| III-B-2 p. 254 | Construct a bulletin board displaying simple mending procedures. | Checklist on the care of clothing. |
| III-C-1 p. 256 | Look in catalogs to identify various storage accessories. | Exhibit different types of storage items. |
| | Identify proper storage methods for storing woolens, cottons, sweaters, knits, leather items, and stretch garments. | Display of prepared garments. |
| | Demonstrate hanging and folding techniques used in storing textile products. | |
| III-C-2 p. 256 | Develop a checklist for personal storage habits. | Checklist for evaluation of items made. |
| | Organize clothing according to type of clothing and frequency of use. | |
| | Arrange closet and other storage areas for efficiency. (Home Degree Project) | Report on home project. |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 220 | Survey adults to learn type of clothing they wore as teenagers. | Summarize survey results. |
| | Prepare and present a report on fashion cycles. | |
| I-A-2 p. 220 | Read articles and report on the influence of the consumer on the fashion industry. | |
| | Summarize relationship of the clothing industry and the consumer. | Written paragraph on relationship of the clothing industry and the consumer. |
| I-A-3 p. 222 | Develop a notebook of clothing and fabric examples that appeal to your aesthetic values(with written descriptions). | Notebook on clothing and fabrics. |
| I-B-2 p. 224 | Formulate guidelines for selection of design in clothing in relation to your own body build. | Self-analysis notebook. |
| I-B-3 p. 226 | Complete open-ended statements concerning the effects of clothing on self-concept, such as "When I wear red I feel like____." | Written summary of the effects of body types and clothing choices on one's self-concept. |
| | Write an anonymous paragraph entitled, "As I See Me." Have teacher read, see if classes can identify person. | |
| | List guidelines for dressing to enhance self-concept. | |
| I-B-4 p. 226 | Make a list of things which affect your first impression of a person. Compare list of all class members. | Essay test items. |
| | Complete guidelines for selecting clothing that communicates effectively to others. | |
| I-C-1 p. 228 | List garments that are worn in the four seasons. | Written research report. |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-C-1 p. 228 (Continued) | Research clothing needs for different geographical areas and report to class. | |
| | Develop a checklist to determine appropriate clothing for various climates. | Checklist of appropriate clothes for seasons and geographical locations. |
| I-C-2 p. 228 | Summarize by developing checklists for each stage in the life cycle. | Checklist to determine suitability of clothing for a stage in the life cycle. |
| I-D-1 p. 230 | Complete questionnaire on "How I See Me" and "How I See Others." | |
| | List characteristics which make clothes becoming to the wearer. | |
| I-D-2 p. 230 | Develop and carry out a plan for improving grooming habits. (Home Degree Project) | Written analysis of how grooming habits shown in pictures affect the total look.<br>Project report. |
| I-D-3 p. 232 | List purchases according to needs and wants and rate according to priority. | |
| | Evaluate existing clothing and accessories to determine wardrobe needs. (Home Degree Project) | Project report. |
| II-A-1 p. 234 | Set up a clothing plan using a case study which includes a budget, store in the community, lifestyle, time, and other resources to determine clothing needs. | A list of advantages and disadvantages of ready-made compared to sewing.<br>Written solution to case study. |
| | Plan your individual wardrobe and estimate cost at budget prices and at moderate prices. (Home Degree Project) | |
| II-A-2 p. 234 | Make a list and discuss characteristics of quality workmanship. | Quality checklist for purchasing ready-made clothing and custom-made. |

WRITING SKILLS #1-7

| COMPETENCH/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-3 p. 236 | List ways to pay for clothing and discuss advantages and disadvantages of each. | Checklist on advantages and disadvantages of different ways of paying. |
| II-B-1 p. 238 | Select garments to be recycled. (Home Degree Project) | Project report. |
| II-B-2 p. 238 | List all possible ways of obtaining new items from used clothing. | Written plans for designing and making new items. |
| II-C-1 P. 240 | List needed sewing and pressing equipment. | |
| II-C-2 p. 240 | Complete a purchase form listing pattern, fabric, and notions. | Completed purchase form. |
| II-C-7 p. 246 | Make a time/energy work plan for garment construction. | Work plan. |
| II-C-8 p. 248 | Develop a checklist of standards for finished garments. | Checklist or rating scale on finished garments. |
| | Plan and present a fashion show to exhibit constructed garments. | |
| III-A-1 p. 250 | Compile a list of suggestions to follow in caring for some of the new fabrics of man-made fibers. | |
| | Prepare a personal file on hang tags and labels from the family clothing. (Home Degree Project). | Personal file on hang tags and labels. |
| III-A-2 p. 250 | | List the steps in laundering. |
| | List factors that determine the amount of soap or detergent to use. | Rating scale on effectiveness of particular laundry products. |
| | | Report of home degree project. |
| III-A-3 p. 252 | List preparations needed before sending items to dry cleaner. | Written report on cleaning services available to the consumer. |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-A-4 p. 252 | Read about various stain removal methods and list their effectiveness. | Checklist **evaluating** stain removal products and techniques. |
| | List various stain removal methods, the equipment needed, and the expected results. | |
| | Develop a personal file on common stain removals. | Project report. |
| III-B-1 p. 254 | List repairs that usually are needed in clothing and determine methods needed to repair each. | Analysis of repairs needed on various garments. |
| | Take an inventory of personal clothing to determine needed repairs. | |
| | Develop a clothing care checklist. | Checklist on the care of clothing. |
| III-C-1 p. 256 | List clothing and textile products requiring special storage. | List of storage methods for various fabrics and garments. |
| III-C-2 p. 256 | Develop a checklist for personal storage habits. | Checklist for evaluation of items made. |
| | Using drawer and closet diagram, list items to be stored in each. | Report on home project.<br>Written evaluation of personal storage habits. |

MATHEMATICS SKILL # 1 : The student translates numerical forms of rational numbers.

and

SKILL # 2 : The student orders fractions, decimals, or percents.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-1 p. 234 | Compare the advantages and disadvantages of sewing and buying ready-made. | A list of advantages (including cost) and disadvantages of ready-made compared to sewing. |
| II-A-3 p. 236 | Analyze the cost of garment for each method of payment. | Paper/pencil test on methods of paying for clothing. |
| II-C-2 p. 240 | Take body measurements using both metric and English systems to determine pattern size. | Completed purchase form. |
|  | Complete a purchase form, listing pattern, fabric, and notion information. | Objective test items. |
| II-C-3 p. 242 | Compare body measures to pattern size and determine alterations needed. | Checklist for pattern alterations.<br>Objective test items. |
| II-C-7 p. 246 | Make a time/energy work plan for garment construction. | Work plan. |
|  | Interpret information on guide sheet to construct a garment. | Checklist, rating scale, or scorecard for each construction technique. |
| III-A-2 p. 250 | List factors that determine the amount of soap or detergent to use. | Rating scale on effectiveness of particular laundry products. |

Any activity involving a rating scale pertains to Objective #2.

MATHEMATICS SKILL # 3 : The student identifies customary or metric units to measure length, area, weight, time, and temperature.

and

SKILL # 9 : The student applies customary or metric units of measurement to determine length, area, volume, weight, time, and temperature.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-3 p. 222 | Plan a dress code for your school justifying your decisions. | (Measure above knee on a particular garment.) |
| I-B-1 p. 224 | Identify body types by use of visual aids.<br>Make personal and family size charts on small cards for shopping purposes. | (Use measuring tape to identify body types.) |
| I-C-1 p. 228 | Test garments that are worn in four seasons.<br>Compare types of fabrics worn in different seasons. | Checklist of appropriate clothes for seasons and geographical locations. |
| I-C-2 p. 228 | Identify clothing needs for stages of the life cycle.<br>Judge garments as to their appropriateness for different stages of the life cycle.<br>Construct a bulletin board depicting the clothing needs for each stage in the life cycle.<br>Compare clothing needs of young children and the elderly.<br>Summarize by developing checklists for each stage of life cycle. | Checklist to determine suitability of clothing for a stage in the life cycle.<br>Checklist for display of clothing needs for life cycle stages. |
| I-C-3 p. 228 | Identify physical handicaps that may affect clothing selection. | Problem test in identification of alterations needed to accommodate a particular handicap.<br>Poster showing garment construction for the handicapped. |

MATHEMATICS SKILLS # 3 and # 9

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-1 p. 234 | Discuss the advantages and disadvantages of seasonal purchasing plan. | |
| | Set up a clothing plan using a case study which includes a budget, store in the community, lifestyle, time, and other resources to determine clothing purchases. | Written solution to case study. |
| II-A-3 p. 236 | List ways to pay for clothing and discuss advantages and disadvantages of each. | Checklist of advantages and disadvantages of different ways of payment. |
| | Role play a family deciding on ways to pay for clothing. | |
| II-A-4 p. 236 | Define terms found on hang tags and labels. | Objective test items on hang tags and labels. |
| II-B-1 p. 238 | Select garments to be recycled. | Scorecard on recycled garment. |
| II-B-2 p. 238 | Interview older citizens about techniques used at end of World War II to use out-of-style clothing. | Scorecard for newly created item. |
| II-C-1 p. 240 | Identify small sewing equipment using name and use cards. | |
| | Demonstrate care of small sewing and pressing equipment. | |
| II-C-2 p. 240 | Take body measurements using both metric and English systems to determine pattern size. | Objective test items. |
| | Compile a purchase form, listing pattern, fabric, and notion information. | Completed purchase form. |
| II-C-3 p. 242 | View filmstrip on altering to fit. | Checklist for pattern alteration. |
| | Compare body measures to pattern size and determine alterations needed. | Objective test items. |
| | Read references for suggested ways of alteration. | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-C-2 p. 242 (Continued) | View transparencies from Butterick Volume II, "See and Sew."<br>Observe demonstration on altering pattern.<br>Make alterations on your own pattern if needed. | |
| II-C-4 p. 242 | (Measure straight grain of pattern layout with yardstick.) | Checklist on pattern layout. |
| II-C-5 p. 244 | Discuss pattern markings and their purposes. | Practical test on markings. |
| II-C-6 p. 244 | Evaluate results of a properly pressed and improperly pressed garment giving consideration to the time involved and the appearance of the garment. | Checklist for correct pressing of various parts of the garment. |
| II-C-7 p. 246 | Discuss the importance of wise use of energy and time management in the clothing lab.<br>Make a time/energy work plan for garment construction. | Work plan. |
| III-A-2 p. 250 | Discuss importance of water temperatures for various fabrics.<br>List factors that determine the amount of soap or detergent to use. | Checklist on laundry procedures suitable for different types of fabrics. |
| III-A-4 p. 252 | Practice stain removal techniques in a lab experience. | Checklist evaluating stain removal products and techniques.<br>Case situations on stain removals. |
| III-B-2 p. 254 | Make plans and repair personal clothing. | |
| III-C-2 p. 256 | Using drawer and closet diagram, list items to be stored in each. | Problem test on storage. |

MATHEMATICS SKILL # 4 : The student identifies sets of points using standard names or Cartesian Coordinates.

and

SKILL # 5 : The student identifies geometric relations and properties.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-4 p. 222 | Survey students and adults to determine how aesthetic values affect clothing choices. | Rating scale to help identify clothing values. |
| I-B-1 p. 224 | Identify body types by use of visual aids. | Pictures to identify body types. |
| | Make personal and family size charts. | |
| I-B-2 p. 224 | Read text to identify elements of design. | Crossword puzzle on terms. |
| | View transparencies on the effects of color, line, and design on the wearer. | |
| | Select garments that represent the following lines: horizontal, curved, diagonal, and vertical. | Paper-pencil test using illustrations of designs utilizing various lines, colors, and designs. |
| | Analyze the effect of lines on the wearer using various neckline collars. | Self-analysis notebook. |
| | Show patterns, pictures, or actual garments of how trims and accessories change lines to fit individual figure types. | Bulletin board on elements of design as related to clothing. |
| | Formulate guidelines for selection of design in clothing in relation to own body build. | |
| I-D-1 p. 230 | List characteristics which make clothes becoming to the wearer. | Rating scale on personal appearance (graph). |
| | Identify personal characteristics which should be emphasized and those which you would like to camouflage. | |
| I-D-2 p. 230 | Observe resource person doing a make-up demonstration. | (Rating scale on techniques learned from demonstration--emphasize facial shapes.) |

MATHEMATICS SKILLS # 4 and # 5.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-4 p. 236 | Collect and bring to class labels and hang tags. Categorize and discuss the information found on the labels and hang tags. | (Chart the) checklist on information found on hang tags. |
| II-C-1 p. 240 | Demonstrate care of small sewing and pressing equipment. | Rating scale on care of pressing and sewing equipment. |
| II-C-2 p. 240 | List design lines in patterns which need to be considered when selecting fabrics with geometric designs--example: plaids, stripes, obvious diagonal lines, etc. | Checklist on pattern-fabric coordination. |
| II-C-3 p. 242 | Make alterations on your own pattern if needed. | Checklist for pattern alteration. Check parallel seams to be sure that equivalent additions or deletions are made. |
| II-C-4 p. 242 | Observe demonstration of fabric preparation for layout, using correct pinning and cutting techniques. | (Straightened fabric grain.) |
| | Lay pattern on fabric, pin, and have checked by teacher. | Checklist on pattern layout and cutting (checking parallel straight of grain line--perpendicular pins, etc.). |
| II-C-5 p. 244 | Discuss pattern markings and their purpose (matching coordinates so all pieces go together properly). | |
| II-C-6 p. 244 | Utilize proper pressing techniques throughout construction (shaping curves, parallel/perpendicular to grain of fabric). | |
| II-C-7 p. 246 | Make a time/energy work plan for garment construction. | Rating scale on "How Well Did I Do?" |
| II-C-8 p. 248 | Rate own garment upon completion. | Rating scale on finished garment. |

MATHEMATICS SKILLS # 4 and # 5

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| III-A-1 | p. 250 | Discuss methods of cleaning for particular types of fibers, finishes, and construction. | Scorecard on cleanability of fibers and fabrics (graph type). |
| III-A-2 | p. 250 | Set up an exhibit of different laundry aids and discuss their uses. | Rating scale on effectiveness of particular laundry product. |
| | | Observe demonstration on laundry techniques. | |
| III-C-3 | p. 256 | Using drawer and closet diagram, list items to be stored in each. | Checklist. |

MATHEMATICS SKILL # 6 : The student applies formulas and proportions.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-3 p. 236 | Analyze cost of garment for each method of payment. | (Paper-pencil test.) |
| | Debate "Cash vs. Charge" in relation to clothing. | |
| | Discuss pros and cons of teenage charge accounts for obtaining clothing. | |
| II-C-2 p. 240 | Determine body type and proportions to select appropriate style of garment. | |
| | Determine cost, amount of fabric and notions needed for the construction of more than one project given the cost of the original project. | |
| II-C-3 p. 242 | Compare body measures to pattern size and determine alterations needed. | Checklist for pattern alteration |
| | Make alterations on your own pattern if needed. | Objective test items. |
| II-C-7 p. 246 | Construct a garment illustrating mastery of correct construction techniques. | Checklist. |
| | Make a time/energy work plan for garment construction. | Work plan. |

MATHEMATICS SKILL # 8 : The student determines amounts of money: counting money, making change, sales tax or discount computations.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-D-3 | p. 232 | View filmstrip on wardrobe planning. | Pictures of possible future purchases based on priorities. |
| | | Distinguish between clothing wants and needs. | |
| I-D-4 | p. 232 | Purchase or construct a needed garment which fits your lifestyle. (Home Degree Project) | Project evaluation. |
| II-A-1 | p. 234 | Compare the advantages and disadvantages of sewing and buying ready-made. | A list of advantages and disadvantages of ready-made compared to sewing. |
| | | Plan your individual wardrobe and estimate cost at budget prices and at moderate prices. (Home Degree Project) | Project report. |
| | | Set up a clothing plan using a case study which includes a budget, store in the community, lifestyle, time, and other resources to determine clothing purchases. | |
| II-A-2 | p. 234 | Compare workmanship and price for custom-made vs. ready-made garments. | Quality checklist for purchasing ready-made clothing and custom-made. |
| II-A-3 | p. 236 | Analyze cost of garment for each method of payment. | Paper-pencil pre/post test on methods of paying for clothing. |
| | | Debate "Cash vs. Credit" in relation to clothing. | Checklist on advantages and disadvantages of different ways of payment. |
| II-C-2 | p. 240 | Purchase pattern and using pattern envelope, determine amount of fabric and the notions needed. | |
| | | Visit a fabric store to purchase fabric and notions. | Completed purchase form. |
| III-A-3 | p. 252 | Compare advantages and disadvantages of professional and coin-operated cleaning services. | Checklist on professional and coin operated cleaning services. |

MATHEMATICS SKILL # 10 : The student estimates results using rounded numbers with or without units of measurement.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-3 p. 222 | Visit a department store to select and decide on clothing for special occasions. | Case study involving selection of clothes for a week-end trip. |
| | Plan your individual wardrobe and estimate cost at budget prices and at moderate prices. (Home Degree Project) | Project report. |
| II-A-4 p. 236 | Use a case problem on selecting a particular item based on information on tags and labels. | Checklist on information found on hang tags. |
| II-C-2 p. 240 | Take body measurements using both metric and English systems to determine pattern size. | Completed purchase form. |
| | Purchase pattern and using the pattern envelope, determine amount of fabric and the notions needed. | |
| | Visit fabric store to purchase fabrics and notions (estimate cost). | |
| II-C-3 p. 242 | Compare body measurements to pattern size and determine alterations needed. | Checklist for pattern alterations. |
| | Estimate the amount of ease needed in a garment to achieve the desired fit. | |
| II-C-7 p. 246 | Make time/energy work plan for garment construction. | Checklist.<br>Work plan. |
| III-A-2 p. 250 | List factors that determine amount of soap or detergent to use. | Rating scale on effectiveness of particular laundry products. |
| III-A-3 p. 252 | Compare advantages and disadvantages of professional and coin operated cleaning services. | Report on cleaning services available to the consumer. |
| III-C-3 p. 256 | (Estimate the amount of storage room needed.) | |

MATHEMATICS SKILL # 11 : The student selects appropriate operations.
and
SKILL # 12 : The student solves simple word problems.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-3 p. 222 | Give examples of how clothing may be changed for various occasions. (Example: Use of transparencies on overhead projector showing figures of students adding and subtracting accessories to change from one occasion to another.)<br>(Handout - Illustrated checklist: blouse, skirt, sweater, jackets, day bag, evening bag, day and evening shoes, day and evening accessories.)<br>(Compute the number of outfits one can assemble by combining the above articles.) | (Checklist.) |
| I-D-3 p. 232 | Play a game by using pictures to determine how many outfits can be made by mixing and matching. | (Teacher observation.) |
| II-A-1 p. 234 | Plan your individual wardrobe and estimate cost at budget prices and at moderate prices. (FHA Project) | Project report. |
| II-A-3 p. 236 | List ways to pay for clothing and discuss advantages and disadvantages of each. | Checklist on advantages and disadvantages of different ways of payment. |
| | Analyze cost of garment for each method of payment. | Paper-pencil pre/post test on methods of paying for clothing. |
| II-C-2 p. 240 | Complete a purchase form listing pattern, fabric, and notion information. | Completed purchase form. |
| II-C-7 P. 246 | Discuss the importance of wise use of energy and time | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-C-7 p. 246 (Continued) | management in the clothing lab. | Rating scale on "How Well Did I Do?" |
| | Interpret information on guide sheet to construct a garment. | Work plan. |
| III-A-3 p. 252 | Compare advantages and disadvantages of professional and coin operated cleaning services. | Checklist on dry cleaning services. |
| III-C-2 p. 256 | Organize clothing according to type of clothing and frequency of use. | |
| | Arrange closet and other storage areas for efficiency. (Home Degree Project) | Report on home project. |

MATHEMATICS SKILL # 13 : The student organizes data into tables, charts,
and and graphs.
SKILL # 14 : The student interprets data which has been organized.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 220 | Select pictures of fads, fashions, and styles to explain why they fit this category. | Collection of pictures to identify fads and fashions. |
| | Survey adults to learn type of clothing they wore as teenagers. | Summarize survey results. |
| I-A-2 p. 220 | Read articles and report on the influence of the consumer on the fashion industry. | Oral report on articles. |
| | Listen to speaker from fashion industry discuss consumer influence on fashion industry. | Written paragraph on relationship of the clothing industry and the consumer. |
| | Summarize relationship of the clothing industry and the consumer. | |
| I-A-4 p. 222 | Survey students and adults to determine how aesthetic values affect clothing choices. | (Summarize survey results.) |
| I-B-1 p. 224 | Make personal and family size charts on small cards for shopping purposes. | |
| I-B-2 p. 224 | Analyze the effect of lines on the wearer using various neckline collars. | Self-analysis notebook. |
| I-B-3 p. 226 | Read texts to define self-concept and self-image. | Written summary of the effects of body types and clothing choices on one's self-concept. |
| | Analyze how self-concept affects clothing purchases. | |
| I-B-4 p. 226 | Collect pictures of clothing that depict occupations. | Pictures depicting occupations. |
| | Match clothing descriptions to various occupations. | |

MATHEMATICS SKILLS # 13 and # 14

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-C-1 p. 228 | List garments that are worn in the four seasons.<br>Research clothing needs for different geographical areas and report to class. | Checklist of appropriate clothes for seasons and geographic locations.<br>Problem test on identification of fabrics suitable for different seasons and geographical locations. |
| I-C-2 p. 228 | Construct a bulletin board depicting the clothing needs for each stage in the life cycle. | (Bulletin board.) |
| I-C-3 p. 228 | Make a poster showing types of garments for a selected handicap. | Poster showing garment construction for the handicapped. |
| I-D-1 p. 230 | List characteristics which make clothes becoming to the wearer. | Rating scale on personal appearance. |
| I-D-2 p. 230 | Prepare bulletin board emphasizing proper diet, cleanliness, exercise, fresh air, sleep, etc. | Bulletin board. |
| I-D-3 p. 232 | List purchases according to needs and wants and rate according to priority. | List of possible future purchases based on priorities. |
| I-D-4 p. 232 | Construct a bulletin board on clothing for different lifestyles. | (Bulletin board.) |
| II-A-1 p. 234 | Evaluate sources for obtaining clothing. | Paper-pencil test items on shopping. |
| II-A-2 p. 234 | Make a list and discuss characteristics of quality workmanship.<br>Prepare a display or bulletin board to show comparative qualities of garments. | Quality checklist for purchasing ready-made clothing and custom-made.<br>Bulletin board. |
| II-A-3 p. 236 | List ways to pay for clothing and discuss advantages and disadvantages of each. | Paper-pencil test on methods of paying for clothing. |

MATHEMATICS SKILLS # 13 and # 14

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-4 p. 236 | Collect and bring to class labels and hang tags. Categorize and discuss the information found on the labels and hang tags. | Bulletin board on "Labels Can Be Life Savers." |
| | Design an original hang tag including all information required. | Checklist on information found on hang tags. |
| II-B-1 p. 238 | Prepare bulletin board entitled "Cures for Sick Clothes." | Bulletin board. |
| II-B-2 p. 238 | List all possible ways of obtaining new items from used clothing. | Written plans for designing and making new items. |
| II-C-1 p. 240 | List needed sewing and pressing equipment. | Identification test on sewing-pressing equipment. |
| II-C-2 p. 240 | Select a pattern that includes the required construction techniques. | |
| | Purchase pattern and using the pattern envelope, determine amount of fabric and the notions needed. | Checklist on pattern-fabric coordination. |
| II-C-3 p. 242 | Compare body measures to pattern size and determine alterations needed. | Checklist for pattern alterations. |
| | Make alterations on your own pattern if needed. | |
| II-C-4 p. 242 | Study guide sheet and identify the layout plan to follow. | Checklist on pattern layout and cutting. |
| II-C-6 p. 244 | Evaluate results of a properly pressed and improperly pressed garment giving consideration to the time involved and the appearance of the garment. | Checklist for correct pressing of various parts of the garment. |
| II-C-6 p. 246 | Interpret information on guide sheet to construct a garment. | |
| II-C-8 p. 248 | Construct a bulletin board contrasting poor construction and good construction. | (Bulletin board.) |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-C-8 p. 248 (Continued) | Develop a checklist of standards for finished garments. | Checklist or rating scale on finished garment. |
| III-A-1 p. 250 | Compile a list of suggestions to follow in caring for some of the new fabrics of man-made fibers. | |
| III-A-2 p. 250 | List factors that determine the amount of soap or detergent to use. | |
| III-A-4 p. 252 | List various stain removal methods, the equipment needed, and the expected results.<br>Develop a personal file on common stain removals. | |
| III-B-1 p. 254 | List repairs that usually are needed in clothing and determine methods needed to repair each.<br>Take an inventory of personal clothing to determine needed repairs. | Analysis of repairs needed on various garments. |
| III-C-2 p. 256 | Develop a checklist for personal storage habits. | |

SCIENCE SKILL # I-A : Differentiates between living and non-living matter.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-2 p. 240 | (Distinguish between natural fibers and synthetic fibers.) | (Personal file with examples of natural fiber and synthetic fiber fabrics.) |

SCIENCE SKILL # I-B : Differentiates among elements, compounds, and mixtures.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-A-1 p. 250 | Discuss methods of cleaning for particular types of fibers, finishes, and constructions. | Objective test items. |
| III-A-2 p. 250 | Set up an exhibit of different laundry aids and discuss their uses. | Rating scale on effectiveness of particular laundry products. |
| | List factors that determine the amount of soap or detergent to use. | Checklist on laundry procedures suitable for different types of fabric. |
| | Observe demonstration on laundry techniques. | List the steps in laundering. |

SCIENCE SKILL # I-D : Explains difference between mixtures and solutions.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-A-3 p. 252 | (Define: Blend, mixture, and solution.) | (Classify blends into (a) mixtures and (b) solutions.) |
| | (Discuss blends as a mixture (cotton/polyester) and blends as a solution (nylon-cellulose and synthetic).) | (Collect samples of the types of blends.) |

SCIENCE SKILL # II-E : Uses safe procedures in handling hazardous chemicals.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-A-1 p. 250 | Demonstrate and observe the effect of heat and chemicals on different fibers and fabrics. | Scorecard on cleanability of fibers and fabrics. |
| III-A-3 p. 252 | Visit dry cleaner and/or laundromat establishment to observe how cleaning is done. | Written report on cleaning services available to the consumer. |
| III-A-4 p. 252 | Read about various stain removal methods and list their effectiveness. | Checklist evaluating stain removal products and techniques. |
| | List various stain removal methods, the equipment needed, and the expected results. | Case situations on stain removals. |
| | Identify common stains and ways of removing them. | |
| | Practice stain removal techniques in lab experience. | |
| | Construct a poster on stain removal. | |
| | Develop a personal file on common stain removals. | |

SCIENCE SKILL # II-1 : Identifies colors.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-B-2 p. 224 | View transparencies or filmstrips on the effects of color, line, and design on the wearer.<br>Try on color collars to determine becoming colors. | Checklist on color wheel. |

SCIENCE SKILL # II-L : Describes and demonstrates heat as a change agent (cooking, melting).

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-C-6 p. 244 | Practice proper pressing techniques for various fibers. | Checklist for correct pressing of various part of the garment. |
| | Utilize effective pressing techniques throughout construction. | |
| III-A-1 p. 250 | Demonstrate and observe the effect of heat and chemicals on different fibers and fabrics. | Scorecard on cleanability of fibers and fabrics. |
| | (Determine proper cleaning procedures based on fiber, content, finish, fabrication, and use.) | |
| III-A-2 p. 250 | Discuss importance of water temperature for various fabrics. | Checklist on laundry procedures suitable for different types of fabric. |
| | (Practice effective laundry procedures.) | |
| | Distinguish between the terms pressing and ironing and determine when each would be used. | (Demonstrate ironing and pressing techniques. |

CORRELATION OF

HOUSING, FURNISHINGS, AND MANAGEMENT

WITH

OBJECTIVES FOR

READING

WRITING

MATHEMATICS

SCIENCE

READING SKILL # 1 : The student distinguishes between fact and opinion.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-B-2 p. 264 | Give reasons why each type of housing would be suitable for various people in the community. | |
| I-C-2 p. 268 | Define values and goals after consulting texts and references. | |
| I-C-3 p. 270 | | List of factors to be considered when selecting housing. |
| II-A-2 p. 272 | List guidelines for selecting furniture. | |
| II-A-3 p. 274 | List basic rules for furniture arrangement. | |
| II-A-4 p. 274 | List different types of window treatments. | |
| II-B-4 p. 282 | List guides for choosing major appliances. | |
| III-A-3 p. 286 | List and discuss maintenance requirements. | |
| III-B-1 p. 286 | List cleaning and maintenance equipment for care of a home. | Poster with pictures of equipment giving characteristics, advantages and disadvantages, and costs. |
| III-C-1 p. 290 | List electrical hazard problems within the home. | List of problems and suggested corrections. |
| III-C-2 p. 290 | List safety procedures to be used in housekeeping tasks. | List of hazards; chemical, electrical, and household plants that are found in the home. |
| III-F-1 p. 296 | | List of storage tips solving specific storage problems. |
| III-G-1 p. 298 | List factors that contribute to the beauty of the home. | |

READING SKILL # 2 : The student recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 262 | Identify the agencies in the community. Classify the different community agencies and services each provides. | Chart or bulletin board showing agencies, services, advantages, and disadvantages of each. |
| | Interview resource person from HUD to report on the function of governmental agencies in providing adequate housing for various families. | Compile information for a classroom file to be used for further reference. |
| | Obtain Congressional Records to identify housing acts concerning problems found when acquiring loans. | |
| | Read Housing Decisions, Appendix A, "Housing Legislation." | |
| I-A-2 p. 262 | Visit local real estate agency and discuss present and future plans in housing design and development for elderly, handicapped, and low income. | |
| I-B-1 p. 264 | Research types of housing throughout the world. | Objective test on types of housing. |
| | Read from textbook references about types of housing. | Scrapbook with labeled pictures of housing styles. |
| I-B-3 p. 266 | Read about costs of various types of housing. | |
| | Examine factors that determine housing costs. | Objective test items on various housing costs. |
| | Interview resource persons such as builders, contractors, or real estate agents on the cost of housing available in the community. | Written or oral summaries of cost comparison of various types of housing. |

READING SKILL # 2

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-1 p. 272 | Identify and discuss elements and principles of design. | Objective test items on elements and principles of design. |
| | Summarize elements and principles of design. | |
| II-A-2 p. 272 | List guidelines for selecting furniture. | Checklist of selection of furniture. |
| | Identify and discuss basic furniture styles, using transparencies and pictures. | Identification of basic furniture styles from pictures. |
| | Study different materials used in construction of furniture. | |
| II-A-3 p. 274 | List basic rules for furniture arrangement. | Checklist to arrange furniture in a room using templates. |
| II-A-4 p. 274 | Identify types of windows. | |
| II-A-5 p. 276 | Identify types of floor, wall, and ceiling treatments and examine, using samples and pictures of each. | Scrapbook of selected floor, wall, and ceiling treatment. |
| | Discuss purposes of floor, wall, and ceiling treatment. | |
| II-A-6 p. 276 | Identify items that can be used as accessories. | Objective test items on accessory items. |
| II-A-7 p. 278 | Identify types of lighting. | Identification of types of lighting from pictures. |
| | Identify amount of lighting needed for household tasks. | |
| | Identify ways to conserve energy by selecting energy-efficient lighting. | |
| II-A-8 p. 278 | Identify careers in interior design. | Summary of the potential careers. |
| II-B-1 p. 280 | Identify three areas of a house (work, service, social, and private). | |

READING SKILL # 2

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-B-2 p. 280 (Continued) | Identify architectural symbols and interpret blueprints. | Objective test items on architectural symbols. |
| II-B-3 p. 282 | Identify structural parts of a house. | Objective test items. |
| II-B-4 p. 282 | Identify work centers in a kitchen and utility area--basic shapes in kitchen floor plans. | Objective test items on selection of major appliances. |
| | Discuss factors that influence location of utility areas. | |
| III-A-3 p. 286 | List and discuss maintenance requirements. | Summarize individual skills learned related to maintenance task. |
| | Make a list of monthly and seasonal maintenance problems. | List of seasonal maintenance jobs. |
| III-B-1 p. 286 | List cleaning and maintenance equipment for care of a home. | Poster with pictures of types of equipment giving characteristics, advantages and disadvantages, and costs. |
| | Read guarantees, warranties, and seals of approval. | |
| | Read newspaper advertisements and mail order catalogs to compare prices and features of each. | |
| III-B-2 p. 288 | Examine use and care booklets. | Checklist on demonstration on use and care of equipment. |
| III-C-1 p. 290 | Study references for major causes of home accidents. | |
| | List electrical hazard problems within the home. | |
| | Discuss major causes of accidents in the home. | |
| | Discuss hazards specifically related to children, the elderly, and handicapped. | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-C-2 p. 290 | List safety procedures to be used in housekeeping tasks. | |
| III-D-2 p. 292 | Identify specific energy conservation practices for individuals in the home, at school, and at work. | Checklist on methods to conserve energy. |
| III-F-1 p. 296 | Examine how activities determine storage needs. | Objective test items on storage needs. |

READING SKILL # 3 : The student interprets directions and instructions.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUE |
|---|---|---|
| I-A-1 p. 262 | Participate in panel discussion with people in the community concerning problems found when acquiring loans. | Complete sample loan application.<br>Step-by-step procedure chart for securing loan. |
| I-A-2 p. 262 | Interpret guidelines used by agencies in housing selection. | Checklist for housing selection. |
| | Participate in discussion of zone laws, restrictions, and rights using a resource person. Interpret zoning maps. | Case studies on zoning laws. |
| I-B-1 p. 264 | Create flashcards identifying housing styles. | |
| I-B-4 p. 266 | Complete application for a housing loan from various lending agents. | |
| I-C-2 p. 268 | Draw values placed in bags, students guess whose bag, and add up values to determine values of class. | |
| I-C-4 p. 270 | Construct an income wheel to associate income levels with housing possibilities. | |
| II-A-1 p. 272 | Prepare a chart of possible color, texture, and pattern schemes. | |
| | Create a display using samples to illustrate color schemes and discuss. | |
| | Plan a room utilizing the elements and principles of design. | Objective test on elements and principles of design.<br>Checklist on room arrangement. |
| II-A-3 p. 274 | Arrange a room (following guidelines) using scale | Evaluation of furniture arrangement using |

READING SKILL # 3

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-3 p. 274 (Continued) | models or templates. | checklist and/or pictures. |
| | Use case study to arrange furniture to meet family needs. | |
| II-A-4 p. 274 | Demonstrate how to measure windows and figure yardage for curtains. | |
| | Construct a window treatment for one room of the school. | Checklist for window treatment. |
| II-A-5 p. 276 | Create an attractive living room background using samples from scrapbook of selected treatments. | Guidelines for coordinating backgrounds for future use. |
| II-A-6 p. 276 | Collect a group of natural objects to illustrate money-saving attractive accessories. | Checklist to evaluate the appropriateness of the accessory. |
| | Create a different environment by using various accessories. (Home Project) | Guidelines for selecting accessories. |
| II-A-7 p. 278 | Devise a plan for improving lighting in personal environment. | Conclusions as to the effectiveness of the plan. |
| II-B-1 p. 280 | Create a good floor plan. | Self-constructed floor plan. |
| | Plan a home for a family with a handicapped member. | (Checklist on handicap barriers in the home.) |
| II-B-2 p. 280 | Use case studies to depict value of (zoning and building) laws. | Oral reports. |
| II-B-3 p. 282 | Simulate home construction using poster board or other material. | Evaluate construction projects. |
| II-B-4 p. 282 | Interpret a work triangle.<br>Create a display of suitable floor coverings and counter tops. | |

READING SKILL # 3

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-B-4 p. 282 (Continued) | Evaluate efficiency of home kitchen with regard to electrical outlets, location of work areas, and equipment storage. | |
| | Devise a complete kitchen plan. | Kitchen floor plan. |
| III-A-1 p. 284 | Keep a log of daily activities and evaluate use of time. (Home Degree Project) | Home project report. |
| | Analyze why a plan for time management contributes to the use of energy. | |
| | Put into action the understanding of time management and energy saving into a personal experience. (FHA Project) | |
| III-A-2 p. 284 | Give demonstrations of housekeeping tasks under handicap conditions. | |
| | Perform a household task without a plan of work. Perform same household task with a plan of work. Compare results. | |
| | Develop individual plans for performing housekeeping tasks at home. (Home Degree Project) | Report of home project. |
| III-A-3 p. 286 | Group like tasks that would save time and energy. | |
| | Develop a check sheet for maintenance schedule. | |
| | Devise a work plan for solving a maintenance problem in the home. (Home Degree Project) | |
| III-B-1 p. 286 | Set up a visual display of housekeeping equipment and tools. | Poster with pictures of types of equipment giving characteristics, advantages and disadvantages, and costs. |

READING SKILL # 3

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-2 p. 288 | Demonstrate use and care of equipment in small groups. | |
| | Select one piece of equipment and prepare a checklist of necessary features to consider before buying the equipment. | Checklist on demonstration on use and care of household equipment. |
| III-B-3 p. 288 | Test cleaning products for performance and compare results. (Home Degree Project) | Evaluation of results of cleaning tests. |
| | Set up a visual display of various cleaning agents available on today's market. | |
| | Make cleaning kit for a certain room of the house that may be kept in the room. (Home Degree Project) | |
| III-C-1 p. 290 | Use a checklist to rate individual home on safety. | |
| | Perform hazard hunt for dangerous chemicals in the home. (Home Degree Project) | Report of home project. |
| | Set up a display of major causes of home accidents. (FHA Chapter Project) | |
| III-C-2 p. 290 | Demonstrate emergency first aid procedures. (FHA Chapter Activity) | |
| | Assemble first aid kit; organize chemical products in the home; identify poisonous plants in the home; compile a list of emergency phone numbers. (FHA Home Degree Projects) | |
| III-D-1 p. 292 | View skit performed by class members which leaves out all equipment, appliances, etc., which use energy sources that are scarce today and make decisions about own role in energy conservation. (FHA) | |

READING SKILL # 3

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-D-2 p. 292 | Calculate and compare costs when using large versus small appliances, including microwave. | Comparative study of costs of operating appliances. |
| | Calculate and compare costs when heating a home with solar, electric, and gas. | |
| | Organize and develop household hints for greater energy conservation. | |
| | Keep a log on personal energy conservation for one week. (Home Degree Project) | Checklist of personal energy conservation practices performed. |
| | Role play energy saving techniques in everyday activities. | |
| III-E-1 p. 294 | Demonstrate preventive care--change filters, oil motors, replace frayed cords, etc. | |
| | Perform needed preventive maintenance in present home environment. (Home Degree Project) | Home project report. |
| III-E-2 p. 294 | Develop a checklist of tasks needing professional help and "do-it-yourself" maintenance tasks. | Checklist of tasks needing professional help or simple maintenance. |
| | Demonstrate simple repairs (repairing leaky faucet, damaged wall, replacing window pane, etc.). | Performance test--make a simple repair on a piece of defective equipment. |
| | Analyze repair versus replacement costs. (Home Degree Project) | |
| III-F-1 p. 296 | Develop a checklist for evaluating storage needs of an individual. | List of storage tips solving specific storage problems. |
| | Develop a checklist for evaluating storage needs of a family. | |
| | Evaluate personal and family storage needs. (Home Degree Project) | |

READING SKILL # 3

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| III-F-2 | p. 296 | Organize storage space at home. (Home Degree Project) | Home project report. |
| III-G-1 | p. 298 | Establish criteria for well-kept grounds. | |
| | | Prepare a slide presentation showing contrast of good and poor landscaping. | |
| | | Develop and carry out a plan for care of own home grounds. (Home Degree Project) | |
| III-G-2 | p. 298 | Create a landscape design using a houseplan. Examples: mobile homes, apartments, or houses. | Checklist of factors to be considered when improving home grounds. |
| | | Plan and carry out landscaping project. (Home Degree Project) | Notebook including plants, trees, etc. that thrive in local area. |
| | | Plan and carry out landscaping project for community. (FHA Chapter Project) | |

READING SKILL # 4 : The student recognizes implicitly stated main ideas, details, sequences of events, and cause and effect relationships.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-2 p. 262 | Interpret guidelines used by agencies in housing selection. | |
| I-B-1 p. 264 | Interpret styles of houses by examining pictures and pointing out styling characteristics. | Scrapbook with labeled pictures of housing styles. |
| I-B-2 p. 264 | Give reasons why each type of housing would be suitable for various people in the community (elderly, handicapped, etc.). | |
| I-B-3 p. 266 | Investigate the cost of renting or buying. | |
| I-B-4 p. 266 | Investigate ways to finance renovation of old homes through government programs (Historic Preservation Act). | Case studies to solve problems related to financial aid. |
| I-C-1 p. 268 | Analyze case studies to determine needs of various families.<br>Compare housing needs at each stage of family life cycle. | Analysis of a case study. |
| I-C-2 p. 268 | Examine how housing values change at various ages.<br>Summarize values and goals that affect housing choices. | Comparison sheet relating values to goals. |
| I-C-3 p. 270 | Compare the effects of needs, values, and goals upon housing choices.<br>Summarize ways to better meet own family housing needs. | List of factors to be considered when selecting housing. |
| I-C-4 p. 270 | Compare various types of housing according to the family life cycle.<br>Summarize and discuss the needs that were identified | Case study analysis. |

READING SKILL # 4

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-C-4 p. 270 (Continued) | in the skits presented by students. | |
| II-A-1 p. 272 | Interpret the picture collection of art elements and principles. | |
| | Summarize elements and principles of design. | |
| II-A-2 p. 272 | Differentiate between methods of good and poor furniture construction by examining samples. | Checklist of construction qualities of furniture. |
| | Compare types of outlets from which furniture can be purchased. | |
| | Compare cost of new, second-hand, and unfinished pieces. (Home Project) | |
| II-A-3 p. 274 | Use case study to arrange furniture to meet family needs--analyze results. (Home Project) | Evaluation of furniture arrangement using checklist and/or pictures. |
| | Explain cause and effect of furniture arrangement. | |
| II-A-5 p. 276 | Compare area rugs, room-size rugs, and wall-to-wall carpets. | |
| II-A-6 p. 276 | Compare prices and quality of similar accessories. | Guidelines for selecting accessories. |
| II-A-7 p. 278 | Compare types of home lighting and costs. | Evaluation of the lighting in a room at home. (Checklist on function, sources, asthetic value, effectiveness.) |
| | Investigate lighting in personal environment. (Home Project) | |
| II-A-8 p. 278 | Compare services--availability and cost. | |
| | Differentiate interior design services as to the way they meet individual needs. | |
| II-B-1 p. 280 | Distinguish between standard floor plans and those needed for exceptional family members. | Student analysis of a variety of floor plans. |
| II-B-2 p. 280 | Use case studies to depict value of three laws. | |

READING SKILL # 4

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-B-2 p. 280 (Continued) | Describe the effect these laws have on individual homes. | Oral report. |
| II-B-3 p. 282 | Tell why materials differ regionally for building and insulation. | |
| II-B-4 p. 282 | Compare the efficiency of various shapes of kitchens. | |
| | Discuss factors that influence location of utility areas. | Utility area floor plan. |
| III-A-1 p. 284 | Brainstorm to identify ways to save time, physical energy, and money in doing household tasks. | |
| | Analyze why a plan for time management contributes to the use of energy. | |
| III-B-1 p. 286 | Compare cost of various brands of equipment available. | Teacher observation of mock shopping trip with established budget for equipment and tools using established criteria and checklist. |
| | Select pieces of equipment using the established criteria. | |
| III-B-2 p. 288 | Compare cost of service of the various brands of equipment. | |
| | Determine the cost of types of service and warranty rendered. | |
| III-B-3 p. 288 | Classify cleaning agents available in today's market. | |
| | Compare chemicals contained, price, brands, and effectiveness of cleaning products. | |
| III-D-1 p. 292 | Compare the cost of utilities from previous years to present time and discuss future energy problems. | Comparative study. |
| III-D-2 p. 292 | Calculate and compare costs when using large versus small appliances, including microwave. | Comparative study of costs of operating appliances. |

READING SKILL # 4

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-D-2 p. 292 (Continued) | Calculate and compare cost when heating a home with solar, electric, and gas. | |
| III-E-1 p. 294 | Investigate the normal life span of household equipment. | |
| | Compare equipment that has been properly cared for with neglected equipment. | Comparative study. |
| III-E-2 p. 294 | Analyze repair versus replacement costs. (Home Degree Project) | |
| III-F-1 p. 296 | Compare cost of portable storage versus built-in storage. | Cost study of storage. |
| III-G-1 p. 298 | Evaluate local examples of home grounds. | |
| | Compare landscape plan for low maintenance versus high maintenance. | Maintenance plan. |

READING SKILL # 5 : The student interprets semantic relationships.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 262 | Identify the agencies in the community. | |
| I-B-1 p. 264 | Read from textbook references about types of housing.<br>Create flashcards identifying housing styles. | Scrapbook with labeled pictures of housing styles. |
| I-B-4 p. 266 | List and define financial terms. | Bulletin board on financing a home (include terms). |
| I-C-2 p. 268 | Define values and goals after consulting texts and references. | |
| I-C-3 p. 270 | Discuss similarities and differences between needs, values, and goals. | |
| II-A-1 p. 272 | Identify and discuss elements and principles of design. | Identification of art principles using pictures. |
| II-A-5 p. 276 | Define areas included in background. | |
| II-A-6 p. 276 | Identify items that can be used as accessories. | Guidelines for selecting accessories. |
| II-B-1 p. 280 | Identify architectural symbols and interpret blue prints. | Objective test items on architectural symbols. |
| II-B-2 p. 280 | Write or visit FHA, VA, Savings and Loan, or realtor for information on building specifications. | |
| II-B-4 p. 282 | Interpret a work triangle. | |
| III-A-1 p. 284 | Discuss meaning of personal time versus predetermined time.<br>Put into action the understanding of time management and | |

READING SKILL # 5

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-A-1 p. 284 (Continued) | energy saving into a personal experience. (FHA Project) | Home project report. |
| III-B-3 p. 288 | Classify cleaning agents available in today's market. | |
| III-C-1 p. 290 | List electrical hazard problems within the home. | Checklist of safety rules. |
| III-C-2 p. 290 | List safety procedures to be used in housekeeping task.<br>Identify poisonous plants in the home; compile a list of emergency phone numbers. | List of hazards: chemical, electrical, and household plants that are found in the home.<br>Written research paper on a topic relating to safety. |
| III-D-2 p. 292 | Identify specific energy conservation practices for individuals in the home, at school, and at work.<br>(Develop household hints.) | Checklist on methods to conserve energy. |

READING SKILL # 6 : The student interprets figurative language.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-7 p. 278 | (Write similes and metaphors that illustrate art principles and elements of design. Example: "You light up my life." "Cool as a cucumber.") | (Oral presentation and student participation.) |
| III-B-1 p. 286 | (Illustrate an ad exaggerating the performance of cleaning supplies or equipment.) | (Teacher evaluation.) |
| | (Given a passage or story, substitute metaphors, similes, and hyperboles for some of the words.) | (Student participation.) |

READING SKILL # 7 : The student recognizes propaganda techniques.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 262 | Listen to resource persons from various lending agencies in the community (for loaded words and examples of persuasion). | (Loaded words used in reference talks.) |
| II-A-1 p. 272 | Compare ads from various furniture outlets and identify persuasive techniques. | (Summarize the persuasive techniques found.) |
| III-D-2 p. 292 | Listen to resource people from utility companies (gas, electric, solar) to identify propaganda. | (Listen to and evaluate propaganda used by the different utility companies.) |

READING SKILL # 8 : The student locates information in reference sources.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 262 | Identify agencies in the community. Classify the different community agencies and services each provides. | Chart or bulletin board showing agencies, services, advantages, and disadvantages of each. |
| | Interview resource person from HUD to report on the function of governmental agencies in providing adequate housing for various families. | Compile information for a classroom file to be used for further reference. |
| | Participate in panel discussion with people in the community concerning problems found when acquiring loans. | Written summary of services of community agencies. |
| | Obtain Congressional Records to identify housing acts concerning low-income families. | |
| I-A-2 p. 262 | List examples of community resources and types of services they offer. | Checklist for community offerings. |
| | Participate in discussion of zoning laws, restrictions, and rights using a resource person. Interpret zoning maps. | List of resources found in the community. |
| | Examine careers in housing agencies in the community. (FHA Chapter Activity) | |
| I-B-1 p. 264 | Read from textbook references about types of housing. | Checklist classifying types of housing. |
| | Research types of housing throughout the world. | |
| I-B-2 p. 264 | Survey the community to determine the types of housing. | Checklist on types of housing. |
| | List the types of housing available in the community. | |

READING SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-B-2 p. 264 (Continued) | Survey classified ads in local newspaper for types of housing.<br>Prepare a community handout and/or a newspaper article on the types of housing in the community. (FHA) | List types of housing available in the community. |
| I-B-3 p. 266 | Interview resource persons such as builders, contractors, or real estate agents on the cost of housing available in the community. | Comparison chart on cost of various types of housing.<br>Written or oral summaries of cost comparison of various types of housing. |
| I-B-4 p. 266 | Listen to a resource person speak on "Cost of Financial Aid."<br>Investigate ways to finance renovation of old homes through government programs (Historic Preservation Act). | Reports on ways to finance housing.<br>Case studies to solve problems related to financial aid.<br>Bulletin board on financing a home. |
| I-C-1 p. 268 | Analyze case studies to determine needs of various families. | Analysis of a case study. |
| I-C-2 p. 268 | Define values and goals after consulting texts and references. | |
| I-C-3 p. 270 | Use a case study to examine factors affecting housing decisions. | |
| I-C-4 p. 270 | Choose a home for a family using a case study about that family. | |
| II-A-2 p. 272 | Compare types of outlets from which furniture can be purchased. | |
| II-A-3 p. 274 | Use case study to arrange furniture to meet family needs--analyze results. (Home Project) | |
| II-A-4 p. 274 | Examine types of window treatments by visiting certain | |

READING SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-4 p. 274 (Continued) | stores and custom-made drapery shops. | |
| II-A-5 p. 276 | Identify types of floor, wall, and ceiling treatments and examine, using samples and pictures of each. | Scrapbook of selected floor, wall, and ceiling treatment. |
| II-A-6 p. 276 | Collect pictures of home accessories. | |
| | Compare prices and quality of similar accessories. | |
| II-A-7 p. 278 | Listen to resource person from a utility company discuss lighting. | |
| II-A-8 p. 278 | Conduct a survey of professional interior services in the community. | Report on survey. |
| | Compare services--availability and cost. | |
| | Identify careers in interior design by listening to professional designer speak to class. | Summary of potential careers. |
| II-B-1 p. 280 | Identify architectural symbols and interpret blueprints. | Self-constructed floor plan. |
| | Create a good floor plan. | |
| | Plan a home for a family with a handicapped member. (Home Project) | |
| II-B-2 p. 280 | Write or visit FHA, VA, Savings and Loan, or realtor for information on building specifications. | Analysis of student surveys on building standards. |
| | Consult resource person to identify building standards and specifications. | |
| | Interview (report back to class) a representative of the Department of Housing and Urban Development on the functions of government agencies in providing | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-B-2 p. 280 (Continued) | adequate housing for many people. | |
| | Find building codes in your community related to zoning, electricity, and sewerage. | |
| | Use case studies to depict value of three laws. | |
| II-B-3 p. 282 | Discuss with housing contractor tips on home construction. | Guidelines on construction techniques to consider when constructing or remodeling. |
| | Examine a home under construction or remodeling to identify materials and techniques. | |
| III-A-2 p. 284 | Interview homemakers about tasks they perform daily, weekly, occasionally. | |
| | Observe demonstration of work simplification techniques in performing housekeeping tasks. | A plan for cleaning a room with tasks in sequence. |
| III-A-3 p. 286 | Identify resources in the community that deal with home maintenance. | |
| III-B-1 p. 286 | Read newspaper advertisements and mail order catalogs to compare prices and features of each. | |
| | Read guarantees, warranties, and seals of approval. | |
| III-C-1 p. 290 | Study references for major causes of home accidents. | |
| III-C-2 p. 290 | Invite a fireman to speak on fire prevention, demonstrate the use of extinguishers, and describe steps to follow when a kitchen fire occcurs or clothing is burning. | |
| III-D-1 p. 292 | Listen to resource persons from utility companies. | Comparative study. |
| | Bring in newspaper articles that illustrate the need to conserve resources. | |

READING SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-E-1 p. 294 | Invite resource person to discuss and demonstrate the maintenance, use, and care of appliances (brand comparison). | |
| III-G-1 p. 298 | Evaluate local examples of home grounds. | |
| III-G-2 p. 298 | Invite a resource person (county agent, horticulturist, garden club representative, etc.) to speak to class. | |
| | Take a field trip to a nursery. | |
| | Research available resources dealing with other structural means of yard improvement such as fences, trellises, storage units, etc. | Checklist of factors to be considered when improving home grounds. |

READING SKILL # 9 : The student makes generalizations and draws conclusions.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-A-1 | p. 262 | Listen to resource person from various lending agencies in the community. | Written summary of services of community agencies. |
| | | Classify the different community agencies and services each provides. | |
| I-A-2 | p. 262 | Visit local real estate agency and discuss present and future plans in housing design and development for elderly, handicapped, and low income. | Checklist of community offerings. |
| I-B-1 | p. 264 | Interpret styles of houses by examining pictures and pointing out styling characteristics. | Scrapbook with labeled pictures of housing styles. |
| | | Give reasons why each type of housing would be suitable for various people in the community. | List types of housing available in the community. |
| I-B-3 | p. 266 | Examine factors that determine housing cost. | Comparison chart on cost of various types of housing. |
| I-B-4 | p. 266 | Compare the interest rates of lending agencies. | Report on ways to finance housing. |
| | | Discuss qualifications of each type of loan available. | List guidelines for selecting type of loan. |
| I-C-1 | p. 268 | Analyze case studies to determine needs of various families. | Analysis of a case study. |
| | | Compare housing needs at each stage of family life cycle. | Guidelines for assessing needs based on individual and family activities. |
| I-C-2 | p. 268 | Examine how housing values change at various ages. | Home values test for family members. |
| | | Summarize values and goals that affect housing choices. | Comparison sheet relating values to goals. |

READING SKILL # 9

| COMPETENCY/SKILL/ OBJECTIVE | PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-C-3 | p. 270 | Use a case study to examine factors affecting housing decisions. | List of factors to be considered when selecting housing. |
| | | Compare the effects of needs, values, and goals upon housing choices. | Essay test items. |
| I-C-4 | p. 270 | Compare various types of housing according to the family life styles. | |
| | | Choose a home for a family using a case study about that family. | Case study analysis. |
| II-A-1 | p. 272 | Plan a room utilizing the elements and principles of design. | Color scheme developed by using paint chips, fabrics, carpet and wall paper samples. |
| II-A-2 | p. 272 | Differentiate between methods of good and poor furniture construction by examples. | Checklist of selection of furniture. |
| II-A-3 | p. 274 | Discuss application of basic rules of furniture arrangement. | Evaluation of furniture arrangements using checklist and/or pictures. |
| II-A-4 | p. 274 | Use problem solving to determine appropriate window treatment for designated windows. | Checklist for window treatments. |
| II-A-5 | p. 276 | | Guidelines for coordinating background for future use. |
| II-A-6 | p. 276 | | Guidelines for selecting accessories. |
| II-A-7 | p. 278 | Devise a plan for improving lighting in personal environment. (Home Project) | Conclusions as to the effectiveness of the plan. |
| II-B-1 | p. 280 | Create a good floor plan. | Student analysis of a variety of floor plans. |
| II-B-2 | p. 280 | Use case studies to depict value of three laws. | |
| | | Describe the effect these laws have on individual homes. | |
| II-B-3 | p. 282 | Tell why materials differ regionally for building and insulation. | Evaluate construction projects. |

READING SKILL # 9

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| II-B-4 | p. 282 | Evaluate efficiency of home kitchen with regard to electrical outlets, location of work areas, and equipment storage. | Devise a kitchen plan. |
| III-A-1 | p. 284 | Analyze why a plan for time management contributes to the use of energy. | |
| III-A-2 | p. 284 | Develop individual plans for performing housekeeping tasks at home. (Home Project) | A plan for cleaning a room with tasks in sequence. |
| III-A-3 | p. 286 | Group like tasks that would save time and energy. | |
| | | Make a comparison of regular preventive maintenance cost/time/energy compared to emergency or necessary maintenance cost. | |
| III-B-1 | p. 286 | Establish criteria for selection of equipment. | |
| | | Read newspaper advertisements and mail order catalogs to compare prices and features of each. | |
| III-B-2 | p. 288 | Select one piece of equipment and prepare a checklist of necessary features to consider before buying the equipment. | |
| III-B-3 | p. 288 | Test cleaning products for performance and compare results. (Home Degree Project) | Evaluation of results. |
| III-C-1 | p. 290 | Identify safety hazards in every room of own home. List problems and how to correct each one. (Home Degree Project) | Written response to "what if" situations.<br>List of problems and suggested corrections. |
| III-D-1 | p. 292 | Bring in newspaper articles that illustrate the need to conserve resources. | Checklist of benefits of conserving energy. |
| | | View skit performed by class members which leaves out all equipment, appliances, etc., which use energy sources that are scarce today and make | |

READING SKIT # 9

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-D-1 p. 292 (Continued) | decisions about own role in energy conservation. (FHA) | |
| III-D-2 p. 292 | Organize and develop household hints for greater energy conservation.<br>Role play energy saving techniques in everyday activities. | |
| III-E-1 p. 294 | Classify maintenance jobs into seasonal patterns. | |
| III-E-2 p. 294 | Analyze repair versus replacement costs. (Home Degree Project) | |
| III-F-1 p. 296 | Evaluate various forms of housing for storage space. | List of storage tips solving specific storage problems. |
| III-F-2 p. 296 | Showing effective storage areas, list items to be stored in each area. | Analysis of creative ways to use storage space efficiently. |
| III-G-1 p. 298 | List factors that contribute to the beauty of the home.<br>Establish criteria for well-kept grounds.<br>Prepare a slide presentation showing contrast of good and poor landscaping. | Conclusions about relationship of beauty to care of grounds. |
| III-G-2 p. 298 | Create a landscape design using a houseplan. Examples: mobile homes, apartments, or houses. | |
| | Plan and carry out landscaping project. (Home Degree Project) | Project report. |
| | Plan and carry out landscaping improvement project for community. (FHA Chapter Project) | Notebook including plants, trees, etc., that thrive in local area. |

READING SKILL # 10 : The student makes predictions and comparisons.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 262 | | Chart or bulletin board showing agencies, services, advantages, and disadvantages of each. |
| I-A-2 p. 262 | List examples of community resources and types of services they offer.<br>Visit local real estate agency and discuss present and future plans in housing design and development for elderly, handicapped, and low income (prediction). | |
| I-B-1 p. 264 | Interpret styles of houses by examining pictures and pointing out styling characteristics. | Checklist classifying types of housing.<br>Scrapbook with labeled pictures of housing styles. |
| I-B-2 p. 264 | (Read and compare classified ads in local newspaper for types of housing.) | Checklist on types of housing. |
| I-B-3 p. 266 | Compare the cost of various types of housing.<br>Investigate (and compare) the cost of renting versus buying. | Comparison chart on cost of various types of housing. |
| I-B-4 p. 266 | Compare interest rates of various lending agencies.<br>Investigate ways to finance renovation of old homes. | (Read case studies and predict best solution for financing a new home.) |
| I-C-1 p. 268 | Compare housing needs at each stage of the family life cycle. | (Read a case study of a young couple with preschool children and predict their housing needs for the next 40 years.) |
| I-C-2 p. 268 | Define values and goals after consulting text and reference. | Comparison sheet relating values to goals. |

READING SKILL # 10

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-C-2 p. 268 (Continued) | Summarize values and goals that affect housing choices. | |
| I-C-3 p. 270 | Discuss similarities and differences between needs, values, and goals. | |
| | Compare the effects of needs, values, and goals upon housing choices. | List of factors to be considered when selecting housing. |
| I-C-4 p. 270 | Compare various types of housing according to the family life cycle. | |
| II-A-1 p. 272 | (Compare elements and principles of design by illustrating them in a design notebook.) | Illustrations of design recorded in a notebook. |
| II-A-2 p. 272 | Differentiate between methods of good and poor furniture construction by examining samples. | Checklist of construction qualities of furniture. |
| | Compare types of outlets from which furniture can be purchased. | |
| | Compare cost of new, secondhand, and unfinished pieces. (Home Project) | |
| II-A-5 p. 276 | Compare area rugs, room-size rugs, and wall-to-wall carpets (for cost and function.) | |
| II-A-6 p. 276 | Compare prices and quality of similar accessories. | Checklist to evaluate the appropriateness of the accessory. |
| II-A-7 p. 278 | Compare the types of home lighting and costs. | Evaluation of the lighting in the home. (Checklist on function, sources, asthetic value, effectiveness.) |
| II-A-8 p. 278 | Compare services--availability and cost. | |
| II-B-1 p. 280 | Discuss characteristics of desirable and undesirable floor plans. | Student analysis of a variety of floor plans. |

READING SKILL # 10

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-B-1 p. 280 (Continued) | Distinguish between standard floor plans and those needed for exceptional family members.<br>Identify and compare personal space needs. (Home Project) | |
| II-B-2 p. 280 | (Compare building specifications from FHA, VA, Savings and Loan, and realtor.) | Analysis of student surveys of building standards. |
| II-B-3 p. 282 | Compare different materials used in the construction of a house.<br>Predict the outcomes of solar heat. | |
| II-B-4 p. 282 | Compare the efficiency of various shapes of kitchens. | Kitchen floor plans. |
| III-A-2 p. 284 | Perform a household task without a plan of work. Perform same household task with a plan of work. Compare results. | A plan for cleaning a room with tasks in sequence. |
| III-A-3 p. 286 | Make a comparison of regular preventive maintenance cost/time/energy compared to emergency or necessary maintenance cost. | |
| III-B-1 p. 286 | Read newspaper advertisements and mail order catalogs to compare prices and features of each.<br>Compare cost of various brands of equipment available. | |
| III-B-2 p. 288 | Compare care and upkeep of various brands of equipment.<br>Compare cost and service of various sources of equipment. | Checklist on demonstration on use and care of household equipment. |
| III-B-3 p. 288 | Test cleaning products for performance and compare results. (Home Degree Project)<br>Compare home remedies versus market products. | Evaluation of results of cleaning tests. |

READING SKILL # 10

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | ECALUATION TECHNIQUES |
|---|---|---|
| III-B-3 p. 288 (Continued) | Compare chemicals contained, price, brands, and effectiveness of cleaning products. | Evaluations of results of cleaning tests with different products. |
| III-C-1 p. 290 | (Predict) safety hazards in every room of own home. List problems and how to correct each one. | Checklist of safety rules. |
| III-D-1 p. 292 | Compare the cost of utilities from previous years to present times and (predict) future energy problems. | Comparative study. |
| III-D-2 p. 292 | Calculate and compare costs when using large versus small appliances, including microwave.<br>Calculate and compare costs when heating a home with solar, electric, and gas. | Comparative study of costs of operating appliances. |
| III-E-1 p. 294 | Compare equipment that has been properly cared for with neglected equipment. | |
| III-F-2 p. 296 | Compare cost of portable storage versus built-in storage. | Cost study of storage. |
| III-G-1 p. 298 | Compare landscape plan for low maintenance versus high maintenance. | A maintenance plan. |

READING SKILL # 11 : The student recognizes relevance of data.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 262 | Obtain Congressional Records to identify housing acts concerning low-income families. | Compile information for a classroom file to be used for further reference. |
| I-A-2 p. 262 | Interpret guidelines used by agencies in housing selection. | |
| | Brainstorm additional resources that would make a community more desirable. | List of resources found in the community. |
| I-B-1 p. 264 | Interpret styles of houses by examining pictures and pointing out styling characteristics. | |
| I-B-2 p. 264 | Give reasons why each type of housing would be suitable for various people in the community (elderly, handicapped, etc.). | List of types of housing available in community. (Make a chart.) |
| I-B-3 p. 266 | Examine cost factors that determine housing costs. | Comparison chart on cost of various types of housing. |
| I-C-2 p. 268 | Examine how housing values change at various ages. | Comparison sheet relating values to goals. |
| II-A-2 p. 272 | List guidelines for selecting furniture. | Checklist of selection of furniture. |
| II-A-3 p. 274 | List basic rules for furniture arrangement. | |
| II-B-1 p. 280 | Discuss characteristics of desirable and undesirable floor plans. | Student analysis of a variety of floor plans. |
| II-B-2 p. 280 | Use case studies to depict value of three laws. | |
| II-B-4 p. 282 | Evaluate efficiency of home kitchen with regard to electrical outlets, location of work areas, and equipment storage. | Kitchen floor plan. |

READING SKILL # 11

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| III-A-2 | p. 284 | Evaluate the need for varying household tasks in different stages of the family life cycle. | |
| III-B-1 | p. 286 | Establish criteria for selection of equipment. | |
| III-C-1 | p. 290 | Identify safety hazards in every room of own home. List problems and how to correct each one. | Checklist of safety rules. |
| III-C-2 | p. 290 | List safety procedures to be used in housekeeping tasks. | |
| III-D-1 | p. 292 | Bring in newspaper articles that illustrate the need to conserve resources. | |
| III-F-1 | p. 296 | Evaluate various forms of housing for storage space. | |
| | | Evaluate personal and family storage needs. | Home project report. |
| III-G-1 | p. 298 | Establish criteria for well-kept grounds. | Conclusions about relationship of beauty to care of grounds. |
| | | Evaluate local examples of home grounds. | |

READING SKILL # 12 : The student recognizes appropriate reference sources.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 262 | Identify the agencies in the community. Classify the different community agencies and services each provides. | Compile information for a classroom file to be used for further reference. |
| | Interview resource person from HUD to report on the function of governmental agencies in providing adequate housing for various families. | Written summary of services of community agencies. |
| | Obtain Congressional Records to identify housing acts concerning low-income families. | |
| I-A-2 p. 262 | List examples of community resources and types of services they offer. | List of resources found in the community. |
| | Visit local real estate agency and discuss present and future plans in housing design and development for elderly, handicapped, and low income. | |
| | Participate in discussion of zoning laws, restrictions, and rights using a resource person. Interpret zoning maps. | |
| | Examine careers in housing agencies in the community. | |
| | Brainstorm additional resources that would make a community more desirable. | |
| I-B-1 p. 264 | Read from textbooks references about types of housing. | |
| I-B-2 p. 264 | Survey the community to determine the types of housing. | Checklist on types of housing. |
| | Survey classified ads in local newspaper for types of housing. | |

READING SKILL# 12

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-B-3 | p. 266 | Interview resource persons such as builders, contractors, or real estate agents on the cost of housing available in the community. | |
| | | Investigate the cost of renting or buying. | |
| I-B-4 | p. 266 | Investigate ways to finance renovation of old homes through government programs (Historic Preservation Act). | Case studies to solve problems related to financial aid. |
| I-C-2 | p. 268 | Define values and goals after consulting tests and references. | |
| II-A-4 | p. 274 | | Scrapbook coordinating fabrics and styles of window treatments with furnishings. |
| II-A-5 | p. 276 | Identify types of floor, wall, and ceiling treatments and examine, using samples and pictures of each. | Scrapbook of selected floor, wall, and ceiling treatments. |
| | | Listen to interior decorator speak on coordination of backgrounds and furnishings. | Evaluation of samples of background materials. |
| | | Create an attractive living room background (floor, wall, ceilings) using samples from scrapbook of selected treatments. | |
| II-A-6 | p. 276 | Collect pictures of home accessories. | |
| | | Listen to a resource person (interior designer) interpret use of accessories. | |
| | | Collect a group of natural objects, such as leaves, shells, fossils, rocks, etc., to illustrate money-saving attractive accessories. (Home Project) | |
| II-A-7 | p. 278 | Listen to a resource person from a utility company discuss lighting. | |

READING SKILL # 12

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| II-A-8 | p. 278 | Conduct a survey of professional interior services in the community. | Report on survey. |
| | | Give reasons for seeking professional interior design services. | |
| | | Differentiate interior design services as to the way they meet individual needs. | |
| | | Identify careers in interior design by listening to professional designer speak to class. | Summary of potential careers. |
| II-B-2 | p. 280 | Write or visit FHA, VA, Savings and Loan, or realtor for information on building specifications. | Analysis of student survey on building standards. |
| | | Consult resource person to identify building standards and specifications. | |
| | | Interview (report back to class) a representative of the Department of Housing and Urban Development on the functions of government agencies in providing adequate housing for many people. | |
| | | Find building codes in your community related to zoning, electricity, and sewerage. | |
| | | Use case studies to depict value of three laws. | Oral report. |
| II-B-3 | p. 282 | Discuss with housing contractor tips on home construction. | Guidelines on construction techniques to consider when constructing or remodeling. |
| | | Examine a home under construction or remodeling to identify materials and techniques. | |
| III-A-3 | p. 286 | Identify resources in the community that deal with maintenance. | List of community resources available for maintenance task. |
| III-B-2 | p. 288 | Determine the cost of types of services and warranty rendered. | |

READING SKILL # 12

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| III-C-2 | p. 290 | Invite a fireman to speak on fire prevention, demonstrate the use of extinguishers, and describe steps to follow when a kitchen fire occurs or clothing is burning. | A written explanation of what to do in certain situations involving fire. |
| III-D-1 | p. 292 | Listen to resource persons from utility companies. | |
| | | Bring in newspaper articles that illustrate the need to conserve resources. | Comparative study. |
| III-E-1 | p. 294 | Invite resource person to discuss and demonstrate the maintenance, use, and care of appliances (brand comparison). | |
| III-E-2 | p. 294 | Identify sources of professional help in local area. | |
| III-G-1 | p. 298 | Visit with city maintenance department that handles city landscaping. | |
| | | Evaluate local examples of home grounds. | |
| III-G-2 | p. 298 | Invite a resource person (county agent, horticulturist, garden club representative, etc.) to speak to class. | |
| | | Take a field trip to a nursery. | |
| | | Research available resources dealing with other structural means of yard improvement; such as fences, trellises, storage units, etc. | Checklist of factors to be considered when improving home grounds. |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 262 | Identify the agencies in the community. Classify the different community agencies and services each provides. | Chart or bulletin board showing agencies, services, advantages, and disadvantages of each. |
| | Identify resource persons from various lending agencies in the community. | Compile information for a classroom file to be used for further reference.<br>Written summary of services of community agencies. |
| I-A-2 p. 262 | List examples of community resources and types of services they offer. | Checklist for community offerings.<br>List of resources found in the community. |
| I-B-1 p. 264 | Research types of housing throughout the world. | Checklist classifying types of housing. |
| I-B-2 p. 264 | List the types of housing available in the community. | Checklist on types of housing. |
| | Prepare a community handout and/or a newspaper article on the types of housing in the community. (FHA) | List of types of housing available in the community. |
| I-B-3 p. 266 | Compare cost of various types of housing. | Comparison chart.<br>Written summaries of findings. |
| | Investigate the cost of buying or renting. | Cassette recording and written summary of findings. |
| I-B-4 p. 266 | Classify methods of financing a home. | Reports on ways to finance a home. |
| | Complete application for a housing loan from various lending agents. | List of guidelines. |
| I-C-1 p. 268 | List activities of individual and family members based on age, sex, personal interests, and physical disabilities. | Guidelines for assessing needs based on individual and family activities. |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-C-1 p. 268 (Continued) | Analyze case studies to determine needs of various families. | Analysis of a case study. |
| I-C-2 p. 268 | Summarize values and goals that affect housing choices. | Comparison sheet relating values to goals. |
| | | Written paper on family living in a specific home. |
| I-C-3 p. 270 | Use a case study to examine factors affecting housing decisions. | List of factors to be considered when selecting housing. |
| | Write a story about a family in the future and how their housing will meet changing needs. | |
| | Summarize ways to better meet own housing needs. | Written summary. |
| I-C-4 p. 270 | Compare various types of housing according to the family life cycle. | Checklist on the several family life stages and cycles and the influence each stage has on housing. |
| | Construct an income wheel to associate income levels with housing possibilities. | |
| | Summarize and discuss the needs that were identified in the kits presented by students. | |
| | Write and present skits that dramatize housing needs at different stages in the life cycle. (FHA) | Notebook demonstrating personal decision making related to future housing at each stage of life cycle. |
| II-A-1 p. 272 | Prepare a chart of possible color, texture, and pattern schemes. | |
| | Summarize elements and principles of design. | |
| II-A-2 p. 272 | List guidelines for selecting furniture. | Checklist of selection of furniture. |
| | | Paper on design, origins, and functional features of one piece of furniture. |

| COMPETENCY/SKILLS/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| II-A-2 (Continued) | p. 272 | | Written description of evidence of good construction on a furniture item in the home.<br>Checklist of construction qualities of furniture. |
| II-A-3 | p. 274 | List basic rules for furniture arrangement. | Checklist to arrange furniture in a room using templates. |
| | | Revise on paper the furniture arrangement of a room in your home. (Home Project) | Evaluation of furniture arrangements using checklist and/or pictures. |
| II-A-4 | p. 274 | List different types of window treatment. | Checklist for window treatments. |
| II-A-7 | p. 278 | Devise a plan for improving lighting in personal environment. (Home Project) | Conclusions to the effectiveness of the plan. |
| II-A-8 | p. 278 | Conduct a survey of professional interior services in the community. | Report on survey. |
| | | Identify careers in interior design by listening to professional designer speak to class. | Summary of the potential careers. |
| II-B-2 | p. 280 | Write or visit FHA, VA, Savings and Loan, or realtor for information on building specifications. | Analysis of student surveys on building standards. |
| II-B-3 | p. 282 | Examine a home under construction or remodeling to identify materials and techniques. | (Written) evaluation of construction projects.<br>Report on field trip observation. |
| II-B-4 | p. 282 | List guides for choosing major appliances. | |
| | | Devise a complete kitchen plan. | Kitchen or utility area floor plan. |
| III-A-1 | p. 284 | List priority activities and discuss how these influence the use of personal time. | |

WRITING SKILLS #1-7

| COMPETENCY/SKILLS/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-A-1 p. 284 (Continued) | Keep a log of daily activities and evaluate use of time. (Home Degree Project) | Home project report.<br>A paper on something that needs to be done or changed showing how management might be used. |
| III-A-2 p. 284 | Develop individual plans for performing housekeeping tasks at home. (Home Degree Project) | Report of home project. |
| III-A-3 p. 286 | List and discuss maintenance requirements.<br>Make a list of monthly and seasonal maintenance problems.<br>Develop a check sheet for maintenance schedule.<br>Devise a work plan for solving a maintenance problem in the home. (Home Degree Project) | List of seasonal maintenance jobs.<br>Summarize individual skills learned related to maintenance task.<br>List of community resources available for maintenance task.<br>Written report of how checklist was used at home. |
| III-B-1 p. 286 | List cleaning and maintenance equipment for care of a home.<br>Establish criteria for selection of equipment. | Poster with pictures of types of equipment giving characteristics, advantages and disadvantages, and costs. |
| III-B-2 p. 288 | Compare care and upkeep of various brands of equipment.<br>Demonstrate use and care of equipment in small groups.<br>Select one piece of equipment and prepare a checklist of necessary features to consider before buying the equipment. | Paragraph on how to use and care for equipment.<br>Checklist on demonstration on use and care of household equipment. |
| III-B-3 p. 288 | Test cleaning products for performance and compare results. (Home Degree Project) | (Written)evaluation of cleaning tests.<br>A chart of personal cleaning duties in the home and the appropri- |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-3 p. 288 (Continued) | | ate equipment, method, and supplies. |
| III-C-1 p. 290 | List electrical hazard problems within the home. | Checklist of safety rules. |
| | Use a checklist to rate individual home on safety. | List of problems and suggested corrections. |
| | Identify safety hazards in every room of own home. List problems and how to correct each one. (Home Degree Project) | Written response to "what if" situations.<br>Report on home project. |
| III-C-2 p. 290 | List safety procedures to be used in housekeeping task. | Chart showing proper arrangement of chemicals in the home.<br>List of hazards: chemical, electrical, and household plants that are found in the home.<br>Questionnaire, "First Aid Action."<br>A written explanation of what to do in certain situations involving fire.<br>Written research paper on a topic relating to safety. |
| III-D-1 p. 292 | Discuss benefits of conserving energy. | Checklist of benefits of conserving energy. |
| III-D-2 p. 292 | Organize and develop household hints for greater energy conservation. | Checklist on methods to conserve energy. |
| | Keep a log on personal energy conservation for one week. (Home Degree Project) | Checklist of personal energy conserving practices performed. |
| III-E-1 p. 294 | Perform needed preventive maintenance in present home environment. (Home Degree Project) | Home project report. |
| III-E-2 p. 294 | Develop a checklist of tasks needing professional help | A checklist of tasks needing help or |

| COMPETENCY/SKILLS/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-E-2 p. 294 (Continued) | and "do-it-yourself" maintenance tasks. | simple maintenance. |
| III-F-1 p. 296 | Develop a checklist for evaluating storage needs of an individual. | |
| | Develop a checklist for evaluating storage needs of a family. | List of storage tips solving specific storage problems. |
| | Evaluate personal and family storage needs. (Home Degree Project) | |
| III-F-2 p. 296 | Showing effective storage areas, list possible items to be stored in each area. | Analysis of creative ways to use storage space efficiently. |
| | Organize storage space at home. (Home Degree Project) | Home project report. |

MATHEMATICS SKILL # 1 : The student translates numerical forms of

and rational numbers.

SKILL # 2 : The student orders fractions, decimals, or percents.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-B-3 p. 266 | Compare costs of various types of housing. | Objective test items on various housing costs.<br>Comparative chart on cost of various types of housing. |
| | Investigate the cost of renting or buying. | Written or oral summaries of cost comparison of various types of housing. |
| I-B-4 p. 266 | Classify methods of financing homes.<br>Compare the interest rates of various lending agencies.<br>Investigate ways to finance renovation of old homes through government programs.<br>Discuss qualifications of each type of loan available.<br>Complete application for a housing loan from various lending agents. | Case studies to solve problems related to financial aid.<br>Objective test items on financing housing.<br>Bulletin board on financing a home. |
| I-C-1 p. 268 | Compare housing needs at each stage of family life cycle. | |
| I-C-2 p. 268 | Examine how housing values change at various ages. | Comparison sheet relating values to goals. |
| I-C-4 p. 270 | Construct an income wheel to associate income levels with housing possibilities.<br>Evaluate a floor plan for livability of various life cycles. | |
| II-A-2 p. 272 | List guidelines for selecting furniture. | |

MATHEMATICS SKILL # 1 and SKILL # 2

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-2 p. 272 (Continued) | Compare cost of new, second-hand, and unfinished pieces. | |
| II-A-3 p. 274 | Arrange a room using scale models or templates. | Checklist to arrange furniture in a room using templates. |
| | Revise on paper the furniture arrangement of a room in your home. | Objective test items. |
| II-A-4 p. 274 | Demonstrate how to measure windows and figure yardage for curtains. | Objective test items on window styles and treatments. |
| | Use problem solving to determine appropriate window treatment for designated window. | Revision of window treatments in your home. |
| | Construct a window treatment in one room of the school. | |
| II-A-5 p. 276 | Compare area rugs, room-size rugs, and wall-to-wall carpet. | |
| II-A-6 p. 276 | Compare prices and quality of similar accessories. | |
| II-A-7 p. 278 | Identify amount of lighting needed for household tasks. | |
| | Identify ways to conserve energy by selecting energy saving lighting. | |
| | Compare types of home lighting and cost. | |
| II-A-8 p. 278 | Compare services--availability and cost. | |
| II-B-1 p. 280 | Identify architectural symbols and interpret blueprints. | Self-constructed floor plan. |
| | Create a good floor plan. | |
| II-B-2 p. 280 | Consult resource person to identify building standards and specifications. | Analysis of student surveys on building standards. |
| II-B-3 p. 282 | Predict outcomes of solar heat. | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| II-B-4 | p. 282 | Interpret a work triangle.<br>Evaluate efficiency of home kitchen with regard to electrical outlets, location of work areas, and equipment storage.<br>Devise a complete kitchen plan. | Kitchen or utility area floor plan. |
| III-A-1 | p. 284 | Brainstorm to identify ways to save time, physical energy, and money in doing household tasks.<br>Keep a log of daily activities and evaluate use of time.<br>Analyze why a plan for time management contributes to the use of energy.<br>Put into action the understanding of time management and energy saving into a personal experience. | Objective test items. |
| III-A-2 | | | A plan for cleaning a room with tasks in sequence. |
| III-A-3 | p. 286 | Make a list of monthly and seasonal maintenance problems.<br>Make a comparison of regular preventive maintenance cost/ time/energy compared to emergency or necessary maintenance cost. | |
| III-B-1 | p. 286 | Read newspaper advertisements and mail order catalogs to compare prices and features of each.<br>Compare cost of various brands of equipment available. | Teacher observation of mock shopping trip with established budget for equipment and tools using checklist of established criteria. |
| III-B-2 | p. 288 | Compare cost and services of | Checklist on demon- |

MATHEMATICS SKILL # 1 and SKILL # 2

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-2 p. 288 (Continued) | the various sources of equipment.<br>Determine the cost of types of services and warranty rendered. | stration on use and care of household equipment. |
| III-D-1 p. 292 | Discuss benefits of conserving energy. | Checklist of benefits of conserving energy. |
| | Compare the cost of utilities from previous years to present times and discuss future energy problems. | Case problem analysis. |
| III-D-2 p. 292 | Calculate and compare costs when using large versus small appliances, including microwave. | Comparative study of operating appliances. |
| | Calculate and compare costs when heating a home with solar, electric, and gas. | |
| III-E-1 p. 294 | Classify maintenance jobs into seasonal patterns. | Objective test items. |
| III-E-2 p. 294 | Analyze repair versus replacement costs.<br>Investigate cost of professional help for maintenance tasks. | Objective test items. |
| III-F-1 p. 296 | Evaluate personal and family storage needs. | |
| III-F-2 p. 296 | Compare cost of portable storage versus built-in storage. | Case study of storage. |
| III-G-1 p. 298 | Compare landscape plan for low maintenance versus high maintenance. | |
| III-G-2 p. 298 | Create a landscape design using a house plan. Examples: mobile homes, apartments, or houses. | |

MATHEMATICS

SKILL # 3 : The student identifies customary or metric units to measure length, area, weight, time, and temperature.

and

SKILL # 9 : The student applies customary or metric units of measurement to determine length, area, volume, weight, time, and temperature.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-B-3 p. 266 | Examine factors that determine housing costs. | Comparison chart on various types of houses. |
| | Compare cost of various types of housing. | Written or oral summaries of cost comparison of various types of houses. |
| I-B-4 p. 266 | List and define financial terms. | Objective test on financing housing. |
| | Compare interest rates of various lending agencies. | Case studies to solve problems related to financial aid. |
| | Discuss qualifications of each type of loan available. | Bulletin board on financing a home. |
| II-A-3 p. 274 | Arrange a room using scale models or templates. | Checklist to arrange furniture in a room using templates. |
| II-A-4 p. 274 | Demonstrate how to measure windows and figure yardage for curtains. | Revision of window treatment in your home. |
| II-A-5 p. 276 | (Compute amount of lighting, carpet, paint, wallpaper, etc., needed for square footage in room.) | |
| II-B-1 p. 280 | Identify architectural symbols and interpret blueprints. | (Convert blueprint measurements.) |
| | Create a good floor plan. | Self-constructed floor plan. |
| | (Measure and draw classroom floor plans.) | |
| | (Draw to scale a room at home--measure furniture to construct templates.) | |

MATHEMATICS SKILL # 3 and SKILL # 9

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-B-1 p. 280 (Continued) | (Construct box or 3-D room plan to scale.) | |
| II-B-4 p. 282 | Interpret a work triangle. | |
| | List guides for choosing major appliances. | Objective test items on choosing appliances. |
| | Devise a complete kitchen plan. | Utility or kitchen floor plan. |
| III-A-1 p. 284 | Keep a log of daily activities and evaluate use of time. | Home project report. |
| | (Figure monthly budget for household management.) | |
| III-A-2 p. 284 | Organize housekeeping tasks into daily, weekly, and occasionally schedules. | A plan for cleaning a room with task and sequence chart. |
| III-D-1 p. 292 | Compare the cost of utilities from previous years to present times and discuss future energy problems. | |
| | (Emphasize units used to measure various energy products; i.e., cu. ft., watts, kilowatts, etc.) | Comparative study. |
| III-D-2 p. 292 | Calculate and compare cost when using large versus small appliances, including microwave. | Comparative study of cost of operating appliances. |
| III-E-2 p. 294 | Investigate cost of professional help for maintenance tasks. | |

MATHEMATICS SKILL # 4 : The student identifies sets of points using standard names or Cartesian Coordinates.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-2 p. 262 | Participate in discussion of zoning laws, restrictions, and rights using a resource person. Interpret zoning maps. | |
| I-C-4 p. 270 | Construct an income wheel to associate income levels with housing possibilities. | |
| | Evaluate a floor plan for livability at various life cycles. | |
| II-A-1 p. 272 | Interpret the picture collection of art elements and principles. | Illustration of design recorded in a notebook. |
| | Plan a room utilizing the elements and principles of design. | Objective test items on elements and principles of design. |
| II-A-2 p. 272 | Identify and discuss basic furniture styles, using transparencies and pictures. | |
| II-A-3 p. 274 | List basic rules for furniture arrangement. | Checklist to arrange furniture in a room using templates. |
| | Discuss application of basic rules of furniture arrangement. | Analysis of student's individual bedroom. |
| | Arrange a room using scale models or templates. | Evaluation of furniture arrangement using checklist and/or pictures. |
| | Revise on paper the furniture arrangement in a room in your home. | |
| II-A-5 p. 276 | Compare area rugs, room-size rugs, and wall-to-wall carpets. | |
| II-B-1 p. 280 | Discuss characteristics of desirable and undesirable floor plans. | Student analysis of a variety of floor plans. |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-B-1 p. 280 (Continued) | Identify architectural symbols and interpret blueprints.<br>Distinguish between standard floor plans and those needed for exceptional family members.<br>Identify and compare personal space needs.<br>Create a good floor plan. | Self-constructed floor plans. |
| II-B-3 p. 282 | Identify structural parts of a house.<br>Simulate home construction using poster board or other materials. | Guidelines on construction techniques to consider when constructing or remodeling.<br>Evaluate construction projects. |
| II-B-4 p. 282 | Identify work centers in a kitchen and utility area--basic shapes in kitchen floor plans.<br>Interpret a work triangle.<br>Compare the efficiency of various shapes of kitchens. | Kitchen or utility area floor plan. |
| II-G-1 p. 298 | Visit with city maintenance department that handles city landscaping.<br>Compare landscape plan for low maintenance versus high maintenance.<br>Prepare a slide presentation showing contrast of good and poor landscaping. | |
| II-G-2 p. 298 | Create a landscape design using a house plan. Examples: mobile homes, apartments, or houses. | Reproduction of existing landscape and improvements that could be made to demonstrate students understanding design principles. |

MATHEMATICS SKILL # 5 : The student identifies geometric relations and properties.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-B-1 p. 264 | Interpret styles of housing by examining pictures and pointing out styling characteristics. | Checklist classifying types of housing.<br>Scrapbook with labeled pictures of housing styles. |
| | Create flashcards identifying housing styles. | Objective test on types of housing. |
| I-B-2 p. 264 | Take a field trip to observe various types of local housing. | Checklist on types of housing. |
| I-C-4 p. 270 | Evaluate a floor plan for livability of various life cycles. | |
| II-A-1 p. 272 | Identify and discuss elements of design. | Identification of design recorded in notebook. |
| | Interpret the picture collection of art elements and principles. | Identification of art principles using pictures. |
| | Describe and share examples of good art principles in your bedroom or home. | Objective test items on elements and principles of design. |
| | Plan a room utilizing the elements and principles of design. (Home Project) | |
| | Summarize elements and principles of design. | |
| II-A-2 p. 272 | Identify and discuss basic furniture styles, using transparencies and pictures. | Paper on design, origins, and functional features of one piece of furniture.<br>Identification of basic furniture styles from pictures. |
| II-A-3 p. 274 | List basic rules for furniture arrangement. | Checklist to arrange furniture in a room using templates. |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-3 p. 274 (Continued) | Discuss application of basic rules of furniture arrangement. | Objective test. |
| | Arrange a room using scale models or templates. | |
| | Use case study to meet family needs--analyze results. (Home Project) | |
| | Revise on paper the furniture arrangement of a room in your home. (Home Project) | |
| II-A-4 p. 274 | Identify types of windows. | Objective test on window styles and treatment. |
| | List different types of window treatments. | |
| | Demonstrate how to measure windows and figure yardage for curtains. | |
| II-A-5 p. 276 | Compare area rugs, room-size rugs, and wall-to-wall carpet. | |
| II-B-1 p. 280 | Discuss characteristics of desirable and undesirable floor plans. | Self-constructed floor plan. |
| | Create a good floor plan. | Objective test. |
| | Distinguish between standard floor plans and those needed for exceptional family members. | |
| II-B-3 p. 282 | Identify structural parts of a house. | Objective test. |
| II-B-4 p. 282 | Identify work centers in a kitchen and utility area--basic shapes in kitchen plans. | Kitchen or utility area floor plan. |
| | Interpret a work triangle. | |
| | Devise a complete kitchen plan. | |

MATHEMATICS SKILL # 5

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| III-F-1 | p. 296 | Identify storage areas. | Objective test. |
| | | Develop a checklist for evaluating storage needs for a family. | |
| | | Evaluate various forms of housing for storage space. | |
| III-F-2 | p. 296 | Identify aids for organizing space by viewing exhibit. | Project report. |
| | | Identify furniture that can be used for storage. | Analysis of creative ways to use storage space efficiently. |
| | | Brainstorm creative ways of using storage space. | |
| III-G-2 | p. 298 | Create a landscape design using a house plan. Example: mobile homes, apartments, or houses. | Reproduction of existing landscape improvements that could be made to demonstrate student understanding design principles. |
| | | Plan and carry out landscaping improvement project for community. (FHA Chapter Project) | |

MATHEMATICS SKILL # 6 : The student applies formulas and proportions.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-B-4 | p. 266 | Compare the interest rates of various agencies. | Case studies to solve problems related to financial aid. |
| II-A-2 | p. 272 | Compare cost of new, second-hand, and unfinished pieces. | |
| II-A-3 | p. 274 | List basic rules for furniture arrangement. | Evaluation of furniture arrangements using checklist and/or pictures. |
| | | Arrange a room using scale models or templates. | Checklist to arrange furniture in a room using templates. |
| II-A-4 | p. 274 | Demonstrate how to measure windows and figure yardage for curtains. | |
| II-A-6 | p. 276 | Compare prices and quality of similar accessories. | |
| II-A-7 | p. 278 | Identify amount of lighting needed for household tasks. | |
| II-B-1 | p. 280 | Identify and compare personal space needs. | Self-constructed floor plan. |
| | | Create a good floor plan. | |
| II-B-4 | p. 282 | Interpret the work triangle. | Kitchen or utility area floor plan. |
| | | Devise a complete kitchen plan. | |
| III-B-1 | p. 286 | Compare cost of various brands of equipment available. | Poster with picture of types of equipment giving characteristics, advantages and disadvantages, and costs. |
| III-G-2 | p. 298 | Create a landscape design using a house plan. (Emphasize size of plants in proportion to size of house, etc.) | Reproduction of existing landscape and improvements that could be made to demonstrate students understanding design principles. |

MATHEMATICS SKILL # 8 : The student determines amounts of money (counting money, making change, sales tax, or discount computation).

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-B-3 p. 266 | Compare cost of various types of houses. | Objective test items on various housing costs. |
| | Interview resource persons such as builders, contractors, or real estate agents on the cost of housing available in the community. | Comparison chart on various types of housing. |
| | Investigate the cost of renting or buying. | |
| I-B-4 p. 266 | Classify methods of financing homes. | |
| | Compare the interest rates of various lending agencies. | |
| I-C-4 p. 270 | Construct an income wheel to associate income levels with housing possibilities. | |
| II-A-2 p. 272 | Compare cost of new, second-hand, and unfinished pieces. (Home Project) | |
| II-A-6 p. 276 | Compare prices and quality of similar accessories. | |
| II-A-7 p. 278 | Compare types of home lighting and costs. | |
| | Compare service--availability and cost. | |
| III-B-1 p. 286 | Compare cost of various brands of equipment available. | |
| | Read newspaper advertisements and mail order catalogs to compare prices and features of each. | |
| III-B-2 p. 288 | Compare cost and services of various sources of equipment. | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-2 p. 288 (Continued) | Determine the cost of various types of service and warranty rendered. | |
| III-D-1 p. 292 | Compare cost of utilities from previous years to present time and discuss future energy problems. | Checklist of benefits of conserving energy. |
| III-D-2 p. 292 | Calculate and compare cost when using large versus small appliances, including microwave. | Comparative study of cost of operating appliances. |
| | Calculate and compare cost when heating a home with solar, electric, and gas. | |
| III-E-2 p. 294 | Investigate cost of professional help for maintenance task. | |
| III-F-2 p. 296 | Compare cost of portable storage versus built-in storage. | Cost study of storage. |

MATHEMATICS SKILL # 10 : The student estimates results (estimation of measures using both standard and non-standard units and estimation of computations using numbers rounded to the 10, 100, 1,000, etc.).

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| I-C-4 | p. 270 | Evaluate a floor plan for livability of various life cycles. | Case study analysis checklist on the several family life stages and cycles and the influence each stage has on housing needs. |
| II-A-1 | p. 272 | Plan a room utilizing the elements and principles of design. | Notebook illustration of elements of design. |
| II-A-3 | p. 274 | Arrange a room using scale models or templates. | Checklist to arrange furniture in a room using templates. |
| II-A-4 | p. 274 | Demonstrate how to measure windows and figure yardage for curtains. | Checklist for window treatments. |
| II-A-5 | p. 276 | Compare area rugs, room-size rugs, and wall-to-wall carpets. | Guidelines for selecting accessories (rugs). |
| II-A-7 | p. 278 | Devise a plan for improving lighting in personal environment. | Evaluation of the lighting in a room at home. |
| II-B-1 | p. 280 | Create a good floor plan. | Self-constructed floor plan. |
| II-B-4 | p. 282 | Devise a complete kitchen plan. | Kitchen floor plan. |
| III-D-1 | p. 292 | Compare the cost of utilities from previous years to present times and discuss future energy problems. | Comparative study of costs of operating appliances. |
| III-D-2 | p. 292 | Calculate and compare cost when heating a home with solar, electric, and gas. | Checklist on methods to conserve energy.<br>Checklist of personal conserving practices performed. |
| III-F-2 | p. 296 | Organize storage space at home. | Home project report. |
| III-G-2 | p. 298 | Create a landscape design using a houseplan. (Example: mobile homes, apartments, or houses.) | Notebook including plants, trees, etc., that thrive in local area. |

MATHEMATICS SKILL # 11 : The student selects appropriate

and operations.

SKILL # 12 : The student solves simple word problems.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 262 | Participate in panel discussion with people in the community concerning problems found when acquiring loans.<br>Obtain Congressional Records to identify housing acts concerning low-income families. | |
| I-B-3 p. 266 | Read about costs of various types of housing.<br>Examine factors that determine housing costs.<br>Compare cost of various types of housing.<br>Interview resource persons such as builders, contractors, or real estate agents on the cost of housing available in the community.<br>Investigate the cost of renting or buying. | Objective test items on various housing costs.<br>Comparison chart on cost of various types of housing.<br>Written or oral summaries of cost comparison of various types of housing. |
| I-B-4 p. 266 | Compare interest rates of various lending agencies. | Case studies to solve problems related to financial aid. |
| I-C-4 p. 270 | Construct an income wheel to associate income level with housing possibilities.<br>Evaluate a floor plan for livability of various life cycles.<br>Choose a home for a family using a case study about that family. | |
| II-A-2 p. 272 | Compare cost of new, secondhand, and unfinished pieces. | |

MATHEMATICS SKILL # 11 and SKILL # 12

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-3 p. 274 | List basic rules for furniture arrangement. | Analysis of individual bedroom. |
| | Illustrate traffic patterns in sample rooms. | |
| | Arrange a room using scale models or templates. | |
| | Revise on paper the furniture arrangement of a room in your home. | |
| II-A-4 p. 274 | Demonstrate how to measure windows and figure yardage for curtains. | |
| | Construct a window treatment in one room of the school. | |
| II-A-5 p. 276 | Compare area rugs, room-size rugs, and wall-to-wall carpets. | |
| II-A-6 p. 276 | Compare prices and quality of similar accessories. | |
| II-A-7 p. 278 | Identify amount of lighting needed for household tasks. | |
| | Compare types of home lighting and costs. | |
| | Devise a plan for improving lighting in personal environment. | |
| II-A-8 p. 278 | Compare services--availability and cost. | |
| II-B-1 p. 280 | Discuss characteristics of desirable and undesirable floor plans. | Student analysis of a variety of floor plans. |
| | Distinguish between standard floor plans and those needed for exceptional family members. | Self-constructed floor plan. |
| | Identify and compare personal space needs. | |
| | Create a good floor plan. | |
| | Plan a home for a family with a handicapped member. | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-B-2 p. 280 | Consult resource person to identify building standards and specifications. | |
| II-B-3 p. 282 | Discuss with housing contractor tips on home construction. | |
| | Compare different materials used in the construction of a house. | |
| | Predict outcomes of solar heat. | |
| II-B-4 p. 282 | Interpret a work triangle. | |
| | Compare the efficiency of various shapes of kitchens. | Kitchen or utility area floor plan. |
| | Evaluate efficiency of home kitchens with regard to electrical outlets, location of work areas, and equipment storage. | |
| | Devise a complete kitchen plan. | |
| III-A-3 p. 286 | Make a comparison of regular preventive maintenance cost/time/energy compared to emergency or necessary maintenance cost. | |
| III-B-1 p. 286 | Read newspaper ads and mail order catalogs to compare prices and features of each. | Teacher observation of mock shopping trip with established budget for equipment and tools using established criteria and checklist. |
| | Compare cost of various brands of equipment available. | Objective test items. |
| III-B-2 p. 288 | Compare care and upkeep of various brands of equipment. | Objective test items. |
| | Compare cost and service of the various sources of equipment. | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-2 p. 288 (Continued) | Determine the cost of types of service and warranty rendered. | |
| III-B-3 p. 288 | Compare home remedies versus market products.<br>Compare chemicals contained, price, brands, and effectiveness of cleaning products. | |
| III-D-1 p. 292 | Compare the cost of utilities from previous years to present times and discuss future energy problems. | Comparative study. |
| III-D-2 p. 292 | Calculate and compare costs when using large versus small appliances, including microwave.<br>Calculate and compare costs when heating a home with solar, electric, and gas. | Comparative study of costs of operating appliances. |
| III-E-2 p. 294 | Investigate cost of professional help for maintenance tasks.<br>Analyze repair versus replacement costs. | |
| III-F-2 p. 296 | Compare cost of portable storage versus built-in storage. | Cost study of storage. |
| III-G-2 p. 298 | Create a landscape design using a house plan. Examples: mobile homes, apartments, or houses.<br>Plan and carry out landscaping project. | |

MATHEMATICS SKILL # 13 : The student organizes data into tables,

and charts, and graphs.

Skill # 14 : The student interprets data which has been

organized.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 262 | Obtain Congressional Records to identify housing acts concerning low income families. | Chart or bulletin board showing finance agencies, services, advantages, and disadvantages of each. |
| I-A-2 p. 262 | List examples of community resources and types of services they offer. | |
| | Interpret guidelines used by agencies. | |
| I-B-2 p. 264 | Survey the community to determine the types of housing. | |
| I-B-3 p. 266 | Examine factors that determine housing costs. | Comparison chart on cost of various types of housing. |
| | Compare costs of various types of housing. | |
| I-B-4 p. 266 | Compare the interest rates of various lending agencies. | Report on ways to finance housing. |
| | Investigate ways to finance renovation of old homes through government programs. | |
| I-C-2 p. 268 | Examine how housing values change at various ages. | |
| I-C-4 p. 270 | Construct an income wheel to associate income levels with housing possibilities. | |
| II-A-1 p. 272 | Compare cost of new, secondhand and unfinished pieces. (Home Project) | |
| II-A-3 p. 274 | Arrange a room using scale models or templates. | |

MATHEMATICS SKILL # 13 and SKILL # 14

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-7 p. 279 | | Evaluation of different rooms in school using checklist. |
| II-A-8 p. 278 | Conduct a survey of professional interior services in the community.<br>Compare services--availability and cost. | Report on survey. |
| II-B-2 p. 281 | | Analysis of student surveys on building standards. |
| II-B-3 p. 282 | Compare different materials used in the construction of a house.<br>Predict outcome of solar heat. | |
| II-B-4 p. 282 | Compare the efficiency of various styles of kitchens. | |
| III-A-1 p. 284 | Keep a log of daily activities and evaluate use of time. | |
| III-A-2 p. 284 | Observe demonstration of work simplification techniques in performing housing tasks. | |
| III-A-3 p. 286 | Group like-tasks that would save time and energy.<br>Develop a checklist for maintenance schedule.<br>Make a comparison of regular preventive maintenance cost/time/energy compared to emergency or necessary maintenance cost. | Written report of how checklist was used at home. |
| III-B-2 p. 288 | Compare care and upkeep of various brands of equipment.<br>Compare cost and service of the various sources of equipment.<br>Determine the cost of types of service and warranty rendered.<br>Select one piece of equipment and prepare a checklist of necessary features to | Checklist on demonstration on use and care of household equipment. |

MATHEMATICS SKILL # 13 and SKILL # 14

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-2 p. 288 (Continued) | consider before buying the equipment. | |
| III-B-3 p. 288 | Test cleaning products for performance and compare results. (Home Degree Project) | Evaluation of results of cleaning tests. |
| | Compare chemicals contained, price, brands, and effectiveness of cleaning products. | A chart of personal cleaning duties in the home and the appropriate equipment, method, and supplies. |
| III-C-1 p. 290 | Use a checklist to rate individual home on safety. | |
| III-C-2 p. 291 | | List of hazards: chemical, electrical, and household plants that are found in the home. |
| III-D-1 p. 292 | Compare the cost of utilities from previous years to present times and discuss future energy problems. | Checklist of benefits of conserving energy.<br>Comparative study. |
| III-D-2 p. 292 | Calculate and compare costs when using large versus small appliances, including microwave. | Checklist on methods to conserve energy. |
| | Calculate and compare costs when heating a home with solar, electric, and gas. | Comparative study of cost of operating appliances. |
| | Keep a log on personal energy conservation for one week. | Checklist of personal energy-conserving practices performed. |
| III-E-1 p. 294 | Compare equipment that has been properly cared for with neglected equipment. | Survey of community small and large appliances. |
| III-E-2 p. 294 | Investigate cost of professional help for maintenance tasks. | Checklist of tasks needing professional help or simple maintenance. |
| | Develop a checklist of tasks needing professional help and "do-it-yourself" maintenance tasks. | |

MATHEMATICS SKILL # 13 and SKILL # 14

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-E-2 p. 294 (Continued) | Analyze repair versus replacement costs. (Home Project) | |
| III-F-1 p. 296 | Develop a checklist for evaluating storage needs of an individual.<br>Develop a checklist for evaluating storage needs of a family. | |
| III-F-2 p. 296 | Compare cost of portable storage versus built-in storage. | Cost study of storage. |
| III-G-2 p. 299 | | Checklist of factors to be considered when improving home grounds. |

SCIENCE SKILL # I-A : Differentiates between living and non-living matter.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-B-2 p. 264 | (Research types of building materials in the community--living and non-living, synthetic, and natural.) | (List the origin of building materials--living and non-living.)<br>(Field trip to a building supply company and community to observe synthetic and man-made materials.) |

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SCIENCE SKILL # I-C : Differentiates among solids, liquids, and gases.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| II-B-3 | p. 282 | (Discuss and compare types of insulation materials.) | (List insulation materials and tell why these materials differ regionally.)<br>(Write a short essay on insulation materials and discuss the efficiency level of each.) |
| III-B-3 | p. 288 | Classify cleaning agents available in today's market. | (List commercial brand cleaners and identify as solid, liquid, compound, or mixture.) |
| III-G-2 | p. 298 | (Classify fertilizer materials as compounds, mixtures, solids, liquids, or gases.) | (Identify elements in fertilizers from samples.)<br>(Give origin of fertilizer ingredients or elements.) |

SCIENCE SKILL # I-D : Explains difference between mixtures and solutions.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-3 p. 288 | Classify cleaning agents available in today's market. (Example: Comet and Soft Scrub are both cleansers; however, Comet is a mixture and Soft Scrub is a solution. Similar results in cleaning, yet different in erosion process.) | Evaluation of results of cleaning tests.<br>A box of supplies to be used in the home for cleaning.<br>Objective test items on cleaning agents. |

SCIENCE SKILL # I-E : Recognizes water as a unique substance essential to life functions and to many natural inorganic changes.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-G-1 p. 298 | Establish criteria for well-kept grounds (preventing erosion). | Conclusions about relationships of beauty to care of grounds. |
|  | Evaluate local examples of home grounds. (Examples: water washes, pollution, erosion, etc.,--water changes.) | (Checklist.) |

SCIENCE SKILL # I-F : Classifies acid-base water solutions.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-3 p. 288 | Classify cleaning agents available in today's market. (Suggestions: acid solutions and basic solutions noted.) | Evaluation of results of cleaning tests.<br>Objective test items on cleaning agents. |

SCIENCE SKILL # II-E : Uses safe procedures in handling hazardous chemicals.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-C-1 p. 290 | Perform hazard hunt for dangerous chemicals in the home. | List of problems and suggested corrections. |
| III-C-2 p. 290 | Assemble first aid kit; organize chemical products in the home; identify poisonous plants in the home; compile a list of emergency phone numbers. (Home Degree Project) | List of hazards: chemical, electrical, and household plants that are found in the home.<br>Chart showing proper arrangement of chemicals in the home. |
| III-G-2 p. 298 | Make group reports on ways to control weeds, prune trees, prevent plant disease, etc.<br>Discuss safe use of insect and other chemical products. | Checklist of factors to be considered when improving home grounds. |

SCIENCE SKILL # II-G : Describes electrical circuits.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| III-B-1 | p. 280 | Identify architectural symbols and interpret blueprints.<br>(Label electrical circuits used throughout house.) | Objective test items on architectural symbols.<br>Identify electrical circuits. |
| III-B-2 | p. 280 | Consult resource person to identify (electrical) building standards and specifications. | (Summarize information received from resource person.)<br>(Find building codes in your community related to electricity and electrical circuits.) |
| III-B-4 | p. 282 | (Discuss factors that influence location of electrical circuits.)<br>Evaluate efficiency of home kitchen with regard to electrical outlets, location of work areas, and equipment storage. | (Locate electrical circuits on a kitchen and utility area floor plan.)<br>(Objective test items on efficiency of home kitchen electrical outlets.) |
| III-C-1 | p. 290 | List electrical circuit hazard problems within the home. | |
| | | Use a checklist to rate individual homes on safety of electrical circuits and outlets. | (Report on safety hazards in your home involving electrical circuits and outlets.) |
| | | (*Enrichment*: Identify all hazards within the school regarding electrical circuits and outlets.) | (Report findings to proper authorities.) |

SCIENCE SKILL # II-H : Describes electromagnetic spectrum as the organizing principle of radio, light, x-ray, and other similar waves.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-7 p. 278 | Identify types of lighting. | Identification of types of lighting from pictures. |
| | Listen to resource person from utility company discuss lighting. | (Written summary of resource person's information.) |

SCIENCE SKILL # II-I : Identifies colors.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-1 p. 272 | Prepare a chart of possible color, texture, and pattern schemes. | (Recognize and identify all colors.) |
| | Create a display using samples to illustrate color schemes and discuss. | Objective test items on elements and principles of color. |
| | Plan a room utilizing the elements and principles of design. | Color scheme developed by using paint chips, fabrics, carpet, and wallpaper samples. |
| | | (Enrichment: Prepare three possible schemes for the same room.) |

SCIENCE SKILL # II-N : Explains and describes heat transfer mechanisms (convection, conduction, radiation).

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-B-3 p. 282 | Tell why materials differ regionally for building and insulation.<br>Predict outcomes of solar heat. | |

SCIENCE SKILL # III-E : Recognizes environmental impact on personal life.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|---|
| II-A-7 | p. 278 | Investigate lighting in personal environment. | Identification of types of lighting from pictures. |
| III-C-1 | p. 290 | List electrical hazard problems within the home. | Checklist of safety rules. |
| | | Perform hazard hunt for dangerous chemicals in the home. | |
| | | Identify safety hazards in every room of own home. List problems and how to correct each one. | |
| III-D-1 | p. 292 | Discuss benefits of conserving energy. | Case problem analysis. |
| | | Bring in newspaper articles that illustrate the need to conserve resources. | Comparative study.<br>Checklist of benefits of conserving energy. |
| | | Compare the cost of utilities from previous years to present times and discuss future energy problems. | Objective test items. |
| | | View skit performed by class members which leaves out all equipment, appliances, etc., which use energy sources that are scarce today and make decisions about own role in energy conservation. (FHA) | |

SCIENCE SKILL # III-F : Manages personal environment in an effective manner.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-5 p. 276 | Discuss purposes of floor, wall, and ceiling treatments (to control noise). | Evaluation of samples of background materials.<br>Scrapbook of selected floor, wall, and ceiling treatments. |
| II-A-7 p. 278 | Devise a plan for improving lighting in personal environment. | Conclusions to the effectiveness of the plan. |
| II-B-1 p. 280 | Plan a home for a family with a handicapped member. | Student analysis of a variety of floor plans. |
| III-A-1 p. 284 | Brainstorm to identify ways to save time, physical energy, and money in doing household tasks. | |
| III-B-2 p. 284 | Discuss ways conventional equipment can be used by handicapped persons. | Checklist on use of household equipment. |
| III-C-2 p. 290 | List safety procedures to be used in housekeeping tasks. | Chart showing proper arrangement of chemicals in the home. |
| | Invite a fireman to speak on fire prevention, demonstrate the use of extinguishers, and describe steps to follow when a kitchen fire occurs or clothing is burning. | List of hazards: chemical, electrical, and household plants that are found in the home. |
| | Assemble first aid kit; organize chemical products in the home; identify poisonous plants in the home; compile a list of emergency phone numbers. (Home Degree Project) | |
| III-D-2 p. 292 | Identify specific energy conservation practices for | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-D-2 p. 292 (Continued) | individuals in the home, at school, and at work. | Checklist on methods to conserve energy. |
| | Calculate and compare costs when using large versus small appliances, including microwave. | Comparative study of costs of operating appliances. |
| | Calculate and compare costs when heating a home with solar, electric, and gas. | Checklist of personal energy conserving practices performed. |
| | Organize and develop household hints for greater energy conservation. | |
| | Keep a log on personal energy conservation for one week. (Home Degree Project) | |
| | Draw cartoons or make posters illustrating ways to conserve energy such as closing/opening draperies, washer and dryer usage. | |
| | Role play energy saving techniques in everyday activities. | |

CORRELATION OF

PERSONAL FINANCE/CONSUMER EDUCATION

WITH

OBJECTIVES FOR

READING

WRITING

MATHEMATICS

SCIENCE

READING SKILL # 1 : The student distinguishes between fact and opinion.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-B-1 p. 306 | (Based on assigned reading), role play situations in which decisions are made and identify basis (fact or opinion) on which decisions are made. | Evaluation of financial decisions in role playing situations using checklist. |
| III-A-1 p. 318 | Interview senior citizens to find out their opinion of credit. (Summarize interviews and share with classmates.) | Checklist on points covered in this interview. |
| III-A-2 p. 318 | Determine personal attitude of credit in an opinion poll. | |

READING SKILL # 2 : The student recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 304 | (After reading selected books), discuss factors which influence changes in lifestyles during various life cycles. | |
| I-A-2 p. 304 | Discuss the components of a lifestyle about which a person makes financial decisions. | Checklist of goods and services associated with each lifestyle component. |
| I-B-5 p. 308 | Study economic shortages which are resulting in changes in consumer attitudes and behaviors. | |
| | Draw from a box examples of family needs and wants; discuss ways to obtain these without money or with reduced cost. | |
| II-A-1 p. 310 | Identify the basic components of a spending plan such as goals, income, and expenses. | Checklist of spending plan. |
| | Discuss the possible sources of students' income, collect information, and discuss ways of estimating one's income. | |
| | Discuss the three major steps in developing the financial plan. | |
| II-B-1 p. 312 | Classify the types of records that should be kept for income tax purposes. | |
| II-C-1 p. 314 | Identify banking services such as checking accounts, savings accounts, credit card services, savings certificates, cashier's and traveler's checks, safe deposit box. | |
| II-C-3 p. 316 | ...Discuss the dangers of blank endorsements and the special uses of special, qualified, and restrictive endorsements. | |
| III-A-1 p. 318 | Describe the various types of credit. | |

READING SKILL # 2

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-3 p. 322 | Identify factors that contribute to the cost of credit. | |
| IV-A-1 p. 324 | Identify family and individual situations that require insurance protection. | |
| IV-A-3 p. 326 | Identify types of insurance plans to fit family and individual needs. | |
| IV-C-1 p. 332 | Identify various savings and investment plans. | |
| IV-D-1 p. 334 | Read case studies and identify the problems that arose because of the lack of a will. | |
| | View and discuss tape, "Estate Planning - Wills and Trusts." (Answer study questions.) | |
| IV-D-2 p. 334 | List and discuss specific reasons for having a will. | |
| | Set priorities that should be included in a will. | |
| IV-E-4 p. 338 | View filmstrip, "Crisis in Family Death Series." (Answer study questions.) | |
| V-A-2 p. 342 | Measure prior knowledge of advertising with a pre-test. | Matching test on categories of advertisement. |
| | View filmstrip on advertising from "Buying Process" kit. (Read and answer study guide questions.) | |
| | Study and discuss the nature and purposes of advertising. | |
| VI-A-1 p. 352 | Discuss benefits citizens receive as a result of taxes. Include fire department, parks, police department, highways, education, libraries, etc. | Chart of public services provided by taxes. |
| VI-B-3 p. 358 | Discuss procedures for keeping track of income and expenditures for income tax purposes. | |
| VI-C-3 p. 362 | Read and research information to prepare a list of steps in making a complaint. | |

READING SKILL # 3 : The student interprets directions and instructions.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-B-6 p. 308 | Play games, such as Monopoly, and analyze decision making in relation to purchases and profits. | |
| II-B-2 p. 312 | Develop a family or personal financial recordkeeping system. (Home Degree Project) | Written evaluation of family or personal financial recordkeeping system. |
| II-C-3 p. 316 | Complete forms necessary to maintain a checking and savings account. | Forms as deposit slips, checks, etc. |
| | From local banks, analyze how service charges are figured on checking accounts; also get sample checks and statements. | Stated guidelines to follow in assessing service charges. |
| | Demonstrate check writing techniques for different accounts. | Checks properly written and endorsed. |
| | Complete worksheet on the computation of interest on a savings account. | Worksheet. |
| III-B-1 p. 320 | Practice filling out application for credit. | Fill out credit application. |
| VI-B-3 p. 358 | List information necessary to complete income tax form. | |
| | Complete income tax form. | Income tax form. |

READING SKILL # 4 : The student recognizes implicitly stated main ideas, details, sequences of events, and cause and effect relationships.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-2 p. 304 | Analyze how changes in components may alter one's lifestyle. | |
| II-A-1 p. 310 | Discuss the possible sources of students' income, collect information, and discuss ways of estimating one's income. | |
| II-C-2 p. 314 | Determine how different stages of family life cycle affect earnings, expenses, and needs for certain services. | |
| IV-A-4 p. 328 | Analyze case studies for the amount and type of insurance coverage needs. Discuss how the needs differ with various cases and why. | Analysis of case studies. |
| IV-C-3 p. 332 | Explain cause and effect of such a savings and investment plan. | A savings and investment plan. |
| IV-D-3 p. 334 | Read case studies and identify the problems that arose because of the lack of a will. | |

READING SKILL # 5 : The student interprets semantic relationships.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 304 | Define meaning of "lifestyle" or living pattern. | |
| I-B-1 p. 306 | Define goals, values, and resources. | |
| I-B-2 p. 306 | Define needs and wants. | |
| I-B-4 p. 308 | Define various types of goals; long term, short term, and priority. | Chart of values and goals identification. |
| II-A-2 p. 310 | Define and list fixed and flexible expenses; classify as wants and needs. | |
| II-C-3 p. 316 | Define check, drawer, drawee, payee, signature card, service charge, special account, and overdraft. | |
| III-B-1 p. 320 | Distinguish among charge accounts, bank credit cards, and installment credit. | Matching test of ten credit related words or phrases. |
| IV-A-1 p. 324 | Define the meaning of insurance. | |
| IV-A-2 p. 326 | Define the purpose and advantage of each type of insurance such as life, health, auto. | Checklist or questionnaire. |
| IV-B-1 p. 330 | Define social security, including cost and benefits. | |
| VI-B-1 p. 356 | Define hidden tax, property tax, duty, mortgage, subsidy, import duty, luxury tax, sales tax, tobacco and liquor tax, corporate tax, individual income tax, social security excise tax, estate tax, public service, ad valorem tax, local tax, state tax, regressive tax, progressive tax, tax evasion permit. | Objective test on types of taxes. |

READING SKILL # 6 : The student interprets figurative language.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-3 p. 304 | (Compile and organize a collage of pictures demonstrating different grooming techniques.) | (Write an analysis of advertising techniques and exaggerations.) |
| I-B-2 p. 306 | Prepare a report on the influence of TV commercials on consumer wants. | Written report (including any similes, metaphors, and hyperboles). |

WRITING SKILL # 7 : The student recognizes propaganda techniques.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-B-2 p. 306 | Prepare a report on the influence of TV commercials on consumer wants. | Written report. |
| II-C-2 p. 314 | Give advantages and disadvantages of buying an item by each of the following methods: (1) cash, (2) installment plan, (3) finance company, (4) borrowing money to pay for it. | Checklist. |
| V-A-1 p. 340 | Discuss cases where lack of information or inaccurate information led a consumer to make a decision that was later regretted. | |
| V-A-2 p. 342 | Brainstorm for words, phrases, and slogans used on TV to make people want to buy advertised products. List and discuss those which: (a) overstate the case, (b) misrepresent, (c) use words that sound good but are meaningless, (d) imply use by a famous person. | |
| | Analyze deceptive or questionable advertising practices. | Guidelines for future action concerning deceptive and questionable advertising. |
| V-A-4 p. 346 | Divide into small groups and design a label on packaging that would appeal to the consumer. | |

READING SKILL # 8 : The student locates information in reference sources.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUE |
|---|---|---|
| I-B-5 p. 308 | Compare the various resources available today to obtain a product, a service. | |
| II-A-1 p. 310 | List the most common expenditures for the family. Classify the expenditure as fixed or variable.<br>Discuss the possible sources of students' income, collect information, and discuss ways of estimating one's income. | |
| II-B-1 p. 312 | Consult references to gain knowledge of kinds of records of expenditures families need to keep. | |
| II-B-2 p. 312 | List the kinds of financial records that should be included in the recordkeeping system.<br>Examine various instruments and techniques for keeping family financial records.<br>List records that should be kept at home, those that should be kept in a safe deposit box, and those that should be carried with the person. | |
| II-C-1 p. 314 | Read from textbook references on banking institutions.<br>Identify banking services such as checking accounts, savings accounts, credit card services, savings certificates, cashier's and traveler's checks, safe deposit box. | Objective test items. |
| III-A-1 p. 318 | Describe the various types of credit. | |

READING SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-A-2 p. 318 | Study and report on the advantages and disadvantages of using comsumer credit. | Underline the advantages and circle disadvantages of use of credit in a given paragraph. (LAP - "Credit," Unigraph, Inc., pg. 7.) |
| III-B-1 p. 320 | Distinguish among charge accounts, bank credit cards, and installment credit. | Fill out credit application. |
| | Divide into small groups and visit local stores and lending agencies to gather application forms, brochures on different types of credit, information about cost of credit, and other available information. | |
| III-B-2 p. 320 | Investigate the protection provided the consumer by federal legislation. | |
| | Study and discuss the following laws: Fair Credit Reporting Act, Fair Credit Billing Act, Equal Credit Opportunity Act, Consumer Credit Protection, or Truth in Lending. | Objective test. |
| | Investigate and orally report consequences of failing to meet credit obligations. | |
| III-B-3 p. 322 | Identify factors that contribute to the cost of credit. | |
| | Divide into groups and investigate credit rate and terms at the following places: bank, small loan company, credit union, pawn shop, insurance company. Present to class. | |
| IV-A-1 p. 324 | Collect pamphlets and brochures from community insurance companies to determine why insurance is needed. | |
| IV-A-2 p. 326 | Construct a list of different types of insurance. | |
| | Define the purpose and advantages of each type of insurance, such as life, health, auto. | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUE |
|---|---|---|
| IV-A-2 p. 326 (Continued) | Survey different types of insurance offered by local insurance companies; summarize findings from survey to the class. | Report on findings. |
| IV-A-3 p. 326 | List criteria to consider when selecting each type of insurance. | Checklist of criteria. |
| IV-B-2 p. 330 | Collect information on various retirement plans. | Report of retirement plan for a selected occupation. |
| | Research stocks and bonds as a means of investing money. | |
| IV-C-1 p. 332 | Identify various savings and investment plans. | |
| | List criteria for evaluating investment plans. | Checklist of criteria for evaluating investment plan. |
| IV-C-2 p. 332 | Compile a list of factors to be used as guidelines for developing a savings and investment plan. | List of factors. |
| IV-D-1 p. 334 | Collect pamphlets and brochures from community resources on estate planning. | |
| IV-D-2 p. 334 | List and discuss specific reasons for having a will. | |
| | Obtain a copy of blank draft for will from trust department of bank. | Copy of will. |
| IV-E-2 p. 336 | Search literature to find out how people in different cultures dispose of dead bodies. | |
| | Investigate the range of funeral prices and learn what is included in a high, medium, and low cost funeral. | |
| | Compile a list of expenses connected with death including cemetery plot, tombstone, and funeral director's fee. | List of expenses. |
| IV-E-3 p. 338 | Investigate the financial sources that are available when death occurs. | |

READING SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-E-4 p. 338 | Secure and analyze copies of laws relating to death and disposal of the body from the office of the coroner, state health departments, and/or county health department. | |
| | Investigate the legal aspects of donating organs. | |
| | Obtain a copy of a death certificate. | |
| V-A-1 p. 340 | Identify the various agencies for consumer help in your community. Explain the purpose of these agencies and contact them for help with consumer problems. | |
| V-A-3 p. 344 | Review current laws or guidelines on warranties and service contracts. | Objective test items on the value of warranties, guarantees, service contracts, and legal services. |
| | Collect and discuss warranties and guarantees. Compare items carrying these with those which do not. Evaluate warranties for compliance with federal guidelines. | |
| | Collect samples of sales contracts by stores and door-to-door salesmen. Inspect and discuss obligations of both. | |
| | Create a folder of tips for the consumer on warranties, guarantees, service contracts, and legal services. | Folder of tips for the consumer. |
| | Summarize information derived from resource persons in the community. | |
| V-A-4 p. 346 | Study regulations and laws concerning labels. | Multiple choice test on labeling and packaging. |
| | Investigate examples of labels to determine if they meet federal regulations. | |
| V-B-2 p. 348 | Collect articles from the newspaper concerning examples | Objective test on the effects of deceptive |

READING SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| V-B-2 p. 348 | of fraud, extortion, or other disreputable schemes. | practices. |
| | Divide into groups and investigate practices such as short change, mail frauds, fake sales, short weight, charity gyps, repair swindle, and deceptive packaging. Report findings to class. | |
| | Compile a list of agencies to consult when victimized by deceptive practices. | |
| | Prepare a list of "do's" and "don'ts" to protect consumers from fraud. | |
| VI-A-1 p. 352 | Investigate the types of services that are tax supported in England, France, Germany, and report to class the findings. Contrast with those provided by United States. | Report on tax-provided services. |
| VI-A-2 p. 354 | Make a list of all taxes you pay and analyze the amount paid in a period of time. Determine services rendered for these monies. | |
| VI-A-3 p. 354 | List ways citizens can waste or cause unnecessary uses of tax monies. | |
| VI-B-1 p. 356 | Prepare charts to show total amount and sources of revenue for various functions, such as education, highways, public welfare, etc., in your community. | Charts developed. |
| VI-B-2 p. 358 | Visit an office of the Internal Revenue Service and find out what services and publications are available to individuals. | A display of tax aids and forms; local, state, and federal. |
| VI-B-3 p. 358 | Examine various samples of income tax forms. | Income tax forms. |

READING SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| VI-C-1 p. 360 | Survey literature to determine laws which protect the consumer. Write a short article on legislative protection for your local newspaper. | Article on laws which protect the consumer. |
| | Review current newspaper or magazines in search of reports of actions by Federal agencies in relation to consumers' rights. | |
| | Prepare a report on recent proposals and legislation for consumer protection. The areas for investigation could include tax reform, energy, national no-fault automobile insurance, national health insurance, credit reform, and consumer advocacy. | Reports. |
| VI-C-2 p. 360 | Develop a list of agencies which aid and protect the consumer. | Summary of major agencies which exist to aid the consumer and function of each. |
| | Interview representatives of local agencies, such as Better Business Bureau, Legal Aid Society, Bureau of Consumer Affairs, to find out types of services rendered, number of cases handled in first month, and procedures for securing services. | |
| | Prepare a directory of local consumer protection agencies. Explain the services provided by the agency and other pertinent information about obtaining help from the agency. | (Completed directory.) |
| VI-C-3 p. 362 | Read and research information to prepare a list of steps in making a complaint. | Checklist for making complaint. |

READING SKILL # 9 : The student makes generalizations and draws conclusions.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 304 | Identify various lifestyles exhibited in the community. | Written report on personal choice of lifestyle. |
| I-A-2 p. 304 | (Assess the ways in which a chosen lifestyle affects one's decisions.) | Case studies to illustrate the interrelatedness of each component in establishing or maintaining a desired lifestyle. |
| I-B-1 p. 306 | Compile a checklist for rational financial decisions. | |
| I-B-2 p. 306 | Show ways that external forces contribute to the needs and wants of individuals and families.<br>Give examples of how wants and needs can conflict. | Written report. |
| I-B-3 p. 306 | Describe two families of similar size and comparable resources, but with very different lifestyles. Identify their basic needs. Examine factors that influenced their values and wants. Analyze the ways they use their resources to result in differing lifestlyes. | |
| I-B-4 p. 308 | List personal goals. Identify those that are long term, short term, and priority. | |
| | Read a novel or short story to discover values and short and long term goals of an individual or family. Make chart of your discoveries under appropriate columns. | Summarize basis on which characters in novel or short story determined their goals. |
| II-A-3 p. 310 | Evaluate hypothetical plans of various family groups and for individuals. | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-3 p. 310 (Continued) | Evaluate personal spending plan periodically and make revisions. | Essay answering the following questions:<br>(a) Is your spending plan balanced to satisfy needs and wants most important to you?<br>(b) Does your spending reflect your wants, needs, and interests; or do you follow habits, customs, fashions, and the leads of your friends? |
| III-A-2 p. 318 | Explain how to establish and maintain a good credit rating. | |
| III-B-4 p. 322 | Using a case study situation, determine which type of credit would be the cheapest to assume on an annual percentage rate. | |
| IV-A-4 p. 328 | Analyze case studies for the amount and type of insurance coverage needs. Discuss how the needs differ with various cases and why. | Analysis of case studies. |
| IV-A-5 p. 328 | Use a case study situation which follows a family through successive stages of the life cycle to analyze the needs for protection at the different stages and note how these change. | A case study analysis. |
| IV-B-2 p. 330 | Categorize the retirement benefits that are most favorable to least favorable. | Hypothesize a family or individual and determine the benefit that is most suitable to situation. |
| IV-B-3 p. 330 | Evaluate protection plans for different stages of the life cycle. | Protection plan. |
| IV-C-2 p. 332 | Determine needs that must be satisfied through a savings or investment plan. | |
| IV-E-4 p. 338 | Secure and analyze copies of laws relating to death and | Essay test items. |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-E-4 p. 338 (Continued) | disposal of the body from the office of the coroner, state health departments and/or county health department. | |
| V-A-2 p. 342 | Study and discuss the nature and purposes of advertising. | |
| V-A-3 p. 344 | Collect and discuss warranties and guarantees. Compare items carrying these with those which do not. Evaluate warranties for compliance with federal guidelines. | Objective test items on the value of warranties, guarantees, service contracts, and legal services. |
| | Collect samples of sales contracts by stores and door-to-door salesmen. Inspect and discuss obligations of both. | |
| V-A-4 p. 346 | Investigate examples of labels to determine if they meet federal regulations. | Rating scale for labels. |
| | Select the most informative labels from a collection of student-secured labels. | |
| VI-A-2 p. 354 | Make a list of all taxes you pay and analyze the amount paid in a period of time. Determine services received for these monies. | |
| VI-B-3 p. 358 | Discuss importance of completing accurate tax returns. | |
| VI-B-4 p. 358 | Determine importance of establishing a tax payment plan. | |
| | Set up guidelines for tax payment plan including local, state, and federal tax deadlines. | |
| | Establish from a case study a tax payment plan. | Tax payment plan. |

READING SKILL # 10 : The student makes predictions and comparisons.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-3 p. 304 | Select 10 items from an old mail order catalog that are not available now and 10 items from a new catalog not available in the old catalog. Classify according to lifestyle components. | |
| I-B-3 p. 306 | List and compare personal, peer, and family values in financial decision making.<br>Debate: A family's level of living is determined by values and goals more than by size of income. | |
| I-B-5 p. 308 | Compare the various resources available today to obtain a product, a service. | |
| II-A-3 p. 310 | Evaluate personal spending plan periodically and make revisions. | |
| II-C-1 p. 314 | Make a chart comparing banking services offered in the community. | Chart of comparisons. |
| II-C-2 p. 314 | Give the advantages or disadvantages of buying an item by each of the following methods: (1) cash, (2) installment plan, (3) finance company, (4) borrowing money to pay for it. | |
| III-A-2 p. 318 | Study and report (written or oral) on the advantages and disadvantages of using consumer credit.<br>Compile a list of reasons for using or not using credit. | Underline the advantages and circle disadvantages of use of credit in a given paragraph. (LAP - "Credit," Unigraph, Inc., p. 7.) |
| III-B-1 p. 320 | Distinguish among charge accounts, bank credit cards, and installment credit. | Word scramble on credit terms. |

READING SKILL # 10

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-B-4 p. 322 | Shop for an item you would like to purchase on credit. Compare total costs and select cheapest. | Completion test on products for credit and for cash. |
| | Organize a list of products that you would pay for by cash. Organize a list of products you would pay for by credit. | |
| | Compile a comparative chart of the cost of credit among the stores in local area. | |
| IV-A-3 p. 326 | Select four types of life insurance and compare the cost and benefits of each if taking out a $10,000 policy. | |
| IV-A-4 p. 328 | Debate the topic: "Life insurance should be purchased only if you have a dependent." | |
| IV-A-5 p. 328 | Predict outcomes from each stage of life cycle that may warrant insurance protection. | |
| IV-B-1 p. 330 | Contrast the fate of elderly people with or without social security. | |
| IV-C-1 p. 332 | Compare the benefits offered by the various savings and investment plans. | |
| | Debate life insurance versus a good savings or investment plan. | |
| IV-E-3 p. 338 | Analyze a case study to determine how much money is available to spend on a funeral; select a funeral plan to meet family's needs. | A hypothetical situation to plan a funeral and other arrangements which must be made when death occurs. |
| | Analyze family's plan for payment of funeral costs if death occurred to a family member. | |
| IV-E-4 p. 338 | Secure and analyze copies of laws relating to death and disposal of the body from the | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-E-4 p. 338 (Continued) | office of the coroner, state health departments and/or county health department. | |
| V-A-3 p. 344 | Collect and discuss warranties and guarantees. Compare items carrying these with those which do not. Evaluate warranties for compliance with federal guidelines. | |
| V-A-4 p. 346 | Collect various labels and interpret the information found on them. Compare for consumer appeal. | Rating scale for labels. |
| V-B-1 p. 348 | Discuss the difference between planned and impulse buying. | |
| V-B-3 p. 350 | Select three items used by consumers and do comparison shopping for those items from three different sources. | Checklist of criteria for evaluating investment plan. |
| V-B-4 p. 350 | Distinguish between purchasing goods and purchasing services. | |
| | Compare the price of selected services that are available in the community. | |
| VI-A-1 p. 352 | Collect and display available literature from various public services and compare to see how each differs. | |
| | Investigate the type of services that are tax supported in England, France, Germany, and report to class the findings. Contrast with those provided by United States. | Report on tax-provided services. |
| VI-B-1 p. 356 | Compare the local tax structure with the state and federal tax system. Prepare a bulletin board or chart illustrating these. | Report on comparison of tax systems. |

READING SKILL # 11 : The student recognizes relevance of data.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-C-2 p. 314 | Role play or analyze case studies to determine appropriate banking and other financial services for several situations. | |
| IV-A-3 p. 326 | List criteria to consider when selecting each type of insurance. | Checklist for criteria. |
| IV-A-4 p. 328 | Develop an insurance program for a given situation including costs and benefits. | |
| IV-C-2 p. 332 | Evaluate values and goals that set priorities for a savings or investment plan. | |
| IV-D-1 p. 334 | Classify important details that should be considered in making an estate plan. | |
| V-A-1 p. 340 | Discuss cases where lack of information or inaccurate information led a consumer to make a decision that was later regretted. | |
| V-B-1 p. 348 | Construct bulletin boards, posters, and flip charts to illustrate wise shopping habits. (FHA Activity) | Bulletin boards or displays. |
| VI-A-3 p. 354 | Compile a list of information necessary to utilize each public service.<br>List ways citizens can waste or cause unnecessary use of tax monies. | Resource list of information necessary to utilize each public service. |
| VI-B-4 p. 358 | Set up guidelines for tax payment plan including local, state, and federal tax deadlines. | |
| | Establish from a case study a tax payment plan. | Tax payment plan. |
| | Interview parents as to their tax payment plan and evaluate the effectiveness of this plan using guidelines. | Summary of evaluation. |

READING SKILL # 12 : The student recognizes appropriate reference sources.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-B-1 p. 312 | Consult references to gain knowledge of kinds of records of expenditures families need to keep. | Essay test on: (a) importance of keeping family records, (b) records that should be kept at home or in a safe deposit box. |
| II-B-2 p. 312 | Examine various instruments and techniques for keeping family financial records. | |
| II-C-1 p. 314 | Visit the bank, savings and loan, or financial counseling service to find out what services and resource materials are available to assist individuals and families in financial planning. | |
| IV-A-1 p. 324 | Collect pamphlets and brochures from community insurance companies to determine why insurance is needed. | |
| IV-B-2 p. 330 | Collect information on various retirement plans. | |
| | Select an occupation and research retirement plan. | Report of retirement plan for a selected occupation. |
| | Research stocks and bonds as a means of investing money. | |
| IV-D-1 p. 334 | Use several resource persons knowledgeable in estate planning to explain the details and importance of making an estate plan. | |
| | Collect pamphlets and brochures from community resources on estate planning. | |
| IV-D-2 p. 334 | Obtain a copy of blank draft for will from trust department of bank. | Copy of will. |

READING SKILL # 12

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-E-1 p. 336 | Select a legal resource person to provide information when death occurs. | List of available resources. |
| | Take a field trip to mortuary or invite a mortician as a resource person to explain to class the different ways of disposing of bodies and arrangements to be made prior to death. | |
| | Discuss with a member of the clergy funeral details. (Read information provided.) | |
| | Contact insurance agency to provide information needed when death occurs. | |
| IV-E-4 p. 338 | Obtain a copy of a death certificate. | |
| V-A-1 p. 340 | Identify the various agencies for consumer help in your community. Explain the purpose of these agencies and contact them for help with consumer problems. | |
| | Set up an information center with samples from sources of consumer information. (FHA Chapter Project) | |
| V-A-3 p. 344 | Role play situations in which the consumer would use information found in warranties, guarantees, and service contracts. | |
| | Identify sources of information and legal services available in community. | |
| V-B-2 p. 348 | Divide into groups and investigate practices, such as short change, mail frauds, fake sales, short weight, charity gyps, repair swindle, and deceptive packaging. Report findings to class. | |
| V-B-4 p. 350 | Investigate services available in the community including | Oral reports--services provided consumers on |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| V-B-4 p. 350 (Continued) | county, state, and federal agencies. | various income levels and in different life cycles. |
| VI-A-1 p. 352 | Collect and display available literature from various public services and compare to see how each differs. | |
| VI-A-3 p. 354 | Compile a list of information necessary to utilize each public service. | Resource list of information necessary to utilize each public service. |
| VI-B-1 p. 356 | Collect current articles on taxes for class discussion. | |
| VI-B-2 p. 358 | Visit an office of the Internal Revenue Service and find out what services and publications are available to individuals. | A display of tax aids and forms; local, state, and federal. |
| VI-C-1 p. 360 | Survey literature to determine laws which protect the consumer. Write a short article on legislative protection for your local newspaper. | Articles on laws which protect the consumer. |
| | Prepare a report on recent proposals and legislation for consumer protection. The areas for investigation could include tax reform, energy, national no-fault automobile insurance, national health insurance, credit reform, and consumer advocacy. | Reports. |
| VI-C-2 p. 360 | Arrange a symposium composed of representatives of consumer action groups. Discuss the functions of the group and the experiences of the representatives in helping individuals with consumer problems. | |
| | Prepare a directory of local consumer protection agencies. Explain the services provided by the agency and other pertinent information about obtaining help from the agency. | (Completed directory.) |

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WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-A-1 p. 304 | | Written report on personal choice of lifestyle. |
| I-A-2 p. 304 | Write or create an example of how one of the components affects a person's or a family's lifestyle. | |
| I-A-3 p. 304 | Develop list of situations that would require flexibility of lifestyles. | Summary of reasons for flexibility in life-styles. |
| I-B-1 p. 306 | List absolute needs for one week. | |
| | Prepare a report on the influence of TV commercials on consumer wants. | Written report. |
| I-B-3 p. 306 | List and compare personal, peer, and family values in financial decision making. | |
| | Describe two families of similar size and comparable resources, but with very different life-styles. Identify their basic needs. Examine factors that influenced their values and wants. Analyze the ways they use their resources to result in differing lifestyles. | (Written report.) |
| I-B-4 p. 308 | List personal goals. Identify those that are long term, short term, and priority. | Chart of values and goals identification. |
| | Read a novel or short story to discover values and short and long term goals of an individual or family. Make chart of your discoveries under appropriate columns. | Summarize basis on which characters in novel or short story determined their goals. |
| I-B-5 p. 308 | Develop a case study showing how economic shortages are handled in a family. | Written case study. |
| | Summarize goods and services that would be desired if there were no restrictions of what could be obtained. | (Written summary.) |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-B-6 p. 308 | Identify a purchase you made recently. Explain why purchase was made; list satisfaction or dissatisfaction with item(s). | Checklist of good buying practices. |
| | Write the results of a recent visit you made to local store observing five persons make purchases; note whether impulse or planned buying was practiced. | Written report on observation of various individual buying habits. |
| II-A-1 p. 310 | List the most common expenditure for the family. Classify the expenditure as fixed or variable. | Essay test on the steps of developing a financial plan. |
| II-A-2 p. 310 | Define and list fixed and flexible expenses; classify as wants and needs. | |
| | List two items you would like to have. One you will need within the next month; the other within a year. Develop a money plan to show how these two items could be obtained and paid for. | Essay answering the following: (a) Is your spending plan balanced to satisfy needs and wants most important to you? (b) Does your spending reflect your wants, needs, and interests; or do you follow habits, customs, fashions, and the leads of your friends? |
| | Work out a spending plan based on goals and income (allowance, pay from odd jobs, and gifts). (Home Degree Project) | |
| II-A-3 p. 310 | Develop a checklist to determine the effectiveness of a spending plan. | Checklist on spending plan. |
| | List guidelines for effectively developing and using a spending plan. | Summary on the effects of financial planning toward goal attainment. |
| II-B-1 p. 312 | | |
| II-B-2 p. 312 | List the kinds of financial records that should be included in the recordkeeping system. | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-B-2 p. 312 (Continued) | List records that should be kept at home, those that should be kept in a safe deposit box, and those that should be carried with the person. | Essay test on: (a) importance of keeping family records, (b) records that should be kept at home or in a safe deposit box. |
| | Develop a family or personal financial recordkeeping system. (Home Degree Project. | Written evaluation of family or personal financial recordkeeping system. |
| II-C-1 p. 314 | Make a chart comparing banking services offered in the community. | Chart of comparisons.<br>Essay test items:<br>(a) Name and distinguish between two major categories of savings in commercial banks.<br>(b) Explain the difference in FDIC, FSLIC, FCUSI.<br>(c) What are the two functions of a mutual savings bank?<br>(d) What is the greatest risk of the credit union?<br>(e) Explain the difference in Series E and H Savings bonds. |
| II-C-2 p. 314 | Develop a checklist of criteria for selecting a bank. | Checklist.<br>Chart of comparisons. |
| II-C-3 p. 316 | Complete forms necessary to maintain a checking and savings account. | Forms as deposit slips, checks, etc. |
| | Demonstrate check writing techniques for different accounts. | Checks properly written and endorsed. |
| III-A-2 p. 318 | Determine personal attitude of credit in an opinion poll. | |
| | Study and report (written) on the advantages and disadvantages of using consumer credit. | |
| | Take the position of a credit counselor and make a list of do's and don'ts for using | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| III-A-2 p. 318 (Continued) | credit that would be helpful to people who come to you. Compare ideas. | |
| III-B-1 p. 320 | Collect advertisements of consumer credit and classify them according to the type and source. | Written report of your findings from advertisements. |
| | Practice filling out application for credit. | Fill out credit application. |
| III-B-2 p. 320 | | Essay test on major provisions, aid to consumers, responsibilities of consumers. |
| III-B-3 p. 322 | Compile a list of items and decide the type of credit most appropriate for each and figure credit cost. | |
| III-B-4 p. 322 | Organize list of products that you would pay for by cash. Organize a list of products you would pay for by credit. | |
| | Compile a comparative chart of the cost of credit among stores in local area. | |
| IV-A-1 p. 324 | | List of questions to propose to resource persons. |
| | Compile a list of your personal assets which are categorized under the heading of health, property, and income. Estimate the cost of replacing these assets. | |
| | Compile a list of an average family's assets using the above categories. Estimate cost of replacing. | |
| IV-A-2 p. 326 | Construct a list of different types of insurance. | |
| | Organize learnings into a card file. (Home Degree Project) | |
| | Survey different types of insurance offered by local insurance companies; summarize | |

WRITING SKILLS # 1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-A-2 p. 326 (Continued) | findings from survey to the class. | Report of findings. |
| IV-A-3 p. 326 | List criteria to consider when selecting each type of insurance. | Checklist of criteria. |
| IV-A-4 p. 328 | Inventory everything in your home and place an estimated price on each item. Take picture of each room for proof. Present copies to insurance agency. (Home Degree Project) | Project report. |
| IV-A-5 p. 328 | Review and update family's insurance program. (Home Degree Project) | Project report. |
| IV-B-1 p. 330 | | (Written) report on retirement plans. |
| | | (Written) interview report. |
| | Write letter to the social security office requesting information on all benefits. | |
| IV-B-2 p. 330 | Select an occupation and research retirement plans. | Report of retirement plan for a selected occupation. |
| IV-B-3 p. 330 | Develop a checklist to be used in evaluating retirement plans in future employment. | |
| | Develop a protection plan to meet the needs of a given family. | Protection plan. |
| IV-C-1 p. 332 | List criteria for evaluating investment plans. | Checklist of criteria for evaluating investment plan. |
| IV-C-2 p. 332 | Compile a list of factors to be used as guidelines for developing a savings and investment plan. | List of factors. |
| IV-C-3 p. 332 | Use a hypothetical situation in which you have money to invest. Outline how and where you will invest money, the risk and benefits involved, and reasons for choices. | |
| | Develop a potential plan for own future. | A savings and investment plan. |

WRITING SKILLS # 1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-D-2 p. 334 | List and discuss specific reasons for having a will. | |
| | Develop criteria on qualifications to be considered when appointing an executor. | List of qualifications. |
| | Divide into "husband and wife" teams. Assume you have one child and a net worth of $15,000. Draft a copy of your last will and testament. | Copy of will. |
| IV-E-2 p. 336 | | Construct an outline of facts related to funerals (type and cost). |
| | Compile a list of expenses connected with death including cemetery plot, tombstone, and funeral director's fee. | List of expenses. |
| IV-E-4 p. 338 | | Essay test items. |
| V-A-1 p. 340 | Develop a survey to determine poorest and best consumer decision that was made in purchasing goods and services. | Results of survey. |
| | Devise a checklist of questions to ask before purchasing goods and services. | Checklist for purchasing goods and services. |
| V-A-2 p. 342 | List the different types of advertising. | |
| | Evaluate advertisement techniques and appeals orally and in writing. | |
| V-A-3 p. 344 | Compile an inventory of home products and include company to contact when problems occur. (Home Degree Project) | Project report. |
| | Create a folder of tips for the consumer on warranties, guarantees, service contracts, and legal services. | Folder of tips for the consumer. |
| | Summarize information derived from resource persons in the community. | |
| V-A-4 p. 346 | Formulate guidelines for evaluating labeling. | |

WRITING SKILLS #1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| V-B-1 p. 348 | List and discuss the shopping skills of a wise consumer. | Written report on different types of stores. |
| | Compile a list of factors to be considered when shopping and develop into a checklist. | Checklist for shopping techniques utilizing guidelines. |
| V-B-2 p. 348 | | (Written) report of interview. |
| | Compile a list of agencies to consult when victimized by deceptive practices. | |
| | Prepare a list of "do's" and "don'ts" to protect consumers from fraud. | |
| V-B-3 p. 350 | | Essay test items on statement, "Sales mean savings." |
| | Develop a checklist of purchasing skills. | |
| | Construct a yearly calendar stating the best times to purchase family needs and wants. | |
| V-B-4 p. 350 | Distinguish between purchasing goods and purchasing services. | |
| VI-A-1 p. 352 | Prepare a written report on the services provided by federal, state, and local taxes. Share your report with the class | (Written project report.) |
| | Interview people who work with public services and make a report on these activities. | Summary of each service visited and tell how one benefits from the use of the service. |
| | Volunteer for work at one of the public service agencies after school. Report on experience to class. (Home Degree Project) | Summary of services discussed. |
| VI-A-2 p. 354 | List ways taxes are paid. Include sales tax, luxury tax, etc. | |
| | Compile questions to ask parents about the kinds of taxes they pay. | |

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| VI-A-2 p. 354 (Continued) | Make a list of all taxes you pay and analyze the amount paid in a period of time. Determine services received for these monies. | |
| VI-A-3 p. 354 | | Written summary: information on services provided. |
| | List the benefits a citizen in your community can receive as a result of public services. | |
| | Compile a list of information necessary to utilize each public service. | Resource list of information necessary to utilize each public service. |
| | List ways citizens can waste or cause unnecessary use of tax monies. | |
| VI-B-1 p. 356 | Develop a checklist from talk by tax consultant on taxes and their purposes. | Report: "Why Taxes Were Developed." |
| | Prepare charts to show total amount and sources of revenue for various functions, such as education, highways, public welfare, etc., in your community. | Charts developed. |
| | Record for one week all sales tax paid on items purchased. Summarize the total amount of taxes spent and prepare a chart in class showing how taxes vary within different families. | Chart developed. |
| VI-B-2 p. 358 | | (Written) summary of information from resource person. |
| | Keep a record of expenditures and income for a period of time. Identify records that should be kept for financial planning and for income tax purposes. | |
| | Prepare a checklist showing important tax records and their uses. | Checklist on personal records for taxes. |

WRITING SKILLS # 1-7

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUE |
|---|---|---|
| VI-B-3 p. 358 | List information necessary to complete income tax return. | |
| | Complete income tax form. | Income tax form. |
| VI-B-4 p. 358 | Develop checklist of steps necessary in establishing a tax payment plan. | Checklist. |
| | Interview parents as to their tax payment plan and evaluate the effectiveness of this plan using guidelines. | Summary of evaluation. |
| VI-C-1 p. 360 | Survey literature to determine laws which protect the consumer. Write a short article on legislative protection for your local newspaper. | Article on laws which protect the consumer. |
| | Prepare a report on recent proposals and legislation for consumer protection. The areas for investigation could include tax reform, energy, national no-fault automobile insurance, national health insurance, credit reform, and consumer advocacy. | Reports. |
| VI-C-2 p. 360 | Develop a list of agencies which aid and protect the consumer. | Summary of major agencies which exist to aid the consumer and function of each. |
| | Prepare a directory of local consumer protection agencies. Explain the services provided by the agency and other pertinent information about obtaining help from the agency. | Report on interview.<br>(Completed directory.) |
| VI-C-3 p. 362 | Practice writing a letter to a manufacturer or retailer to complain about a product or service. | Letter to manufacturer or retailer. |
| | Read and research information to prepare a list of steps in making a complaint. | Checklist for making complaint. |

MATHEMATICS SKILL # 1 : The student translates numerical forms of rational numbers.

and

SKILL # 2 : The student orders fractions, decimals, or percents.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-2 p. 310 | Work out a spending plan based on goals and income (allowance, pay from odd jobs, and gifts). | Personal spending plan (chart computed in percentages). |
| II-C-2 p. 314 | Determine how different stages of family life cycle affect earnings, expenses, and needs for certain services. | |
| | Relate the rules of thumb given by many financial advisers concerning the amount of credit a family can safely accept. | |
| III-B-3 p. 322 | Divide into groups and investigate credit rate and terms at following places: bank, small loan company, credit union, pawn shop, insurance company. Present to class. | Compare and compute credit rates. |
| III-B-4 p. 322 | Shop for an item you would like to purchase on credit. Compare total costs and select cheapest. | |
| | Using a case study situation, determine which type of credit would be cheapest to assume on an annual percentage rate. | |
| | Compile a comparative chart of the cost of credit among stores in local area. | |
| IV-A-3 p. 326 | Select four types of life insurance and compare the cost and benefits of each if taking out a $10,000 policy. | |
| | Figure cost variation on three types of life insurance policies taken out at different ages. | |

MATHEMATICS SKILL # 1 and SKILL # 2

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-A-4 p. 328 | Analyze case studies for the amount and type of insurance coverage needs. Discuss how the needs differ with various cases and why. | Analysis of case studies. |
| IV-B-1 p. 330 | Define social security, including cost and benefits. (Compare cost to benefits.) | |
| IV-C-1 p. 332 | Compare the benefits offered by the various savings and investment plans. | |
| IV-E-2 p. 336 | Investigate the range of funeral prices and learn what is included in a high, medium, and low cost funeral. | |
| V-B-3 p. 350 | Select three items used by consumers and do comparison shopping for those items from three different sources. | (Report on comparison shopping.) |
| V-B-4 p. 350 | Compare the price of selected services that are available in the community. | |
| VI-B-3 p. 358 | Complete income tax return. | Income tax form. |

MATHEMATICS SKILL # 7 : The student computes with whole numbers,

and fractions, decimals, and percents.

SKILL # 8 : The student determines amounts of money.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-2 p. 310 | Work out a spending plan based on goals and income (allowance, pay from odd jobs, and gifts). (Home Degree Project) | Spending plan for a given situation. |
| II-C-3 p. 316 | Complete worksheet on the computation of interest on a savings account. | Worksheet. |
| | From local banks, analyze how service charges are figured on checking accounts; also, get sample checks and statements. | |
| | Reconcile checkbook and bank statement of a real or imaginary family. | Checkbook and bank statement. |
| III-B-1 p. 320 | Divide into small groups and visit local stores and lending agencies to gather application forms, brochures on different types of credit, information about cost of credit, and other available information. | Worksheet on computing cost of credit. |
| III-B-3 p. 322 | Divide into small groups and investigate credit rate and terms at following places: bank, small loan company, credit union, pawn shop, insurance company. Present to class. | Figure credit cost on various items. |
| IV-A-3 p. 326 | Figure cost variation on three types of life insurance policies taken out at different ages. | |
| IV-B-1 p. 330 | Define social security including cost and benefits. (Compute cost and benefits.) | |
| IV-C-1 p. 332 | Compare the benefits offered by the various savings and investment plans. | |

MATHEMATICS SKILL # 7 and SKILL # 8

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-D-1 p. 334 | Divide into "husband and wife" teams. Assume you have one child and a net worth of $15,000. Draft a copy of your last will and testament. | Copy of will. |
| IV-E-2 p. 336 | Investigate the range of funeral prices and learn what is included in a high, medium, and low cost funeral. | |
| | Compile a list of expenses connected with death including cemetery plot, tombstone, and funeral director's fee. | List of expenses. |
| IV-E-3 p. 338 | Analyze a case study to determine how much money is available to spend on a funeral; select a funeral plan to meet the family's needs. | A hypothetical situation to plan a funeral and other arrangements which must be made when death occurs. |
| | Devise a method of payment. | |
| | Analyze family's plan of payment of funeral costs if death occurred to a family member. | |
| VI-A-2 p. 354 | Listen to county tax commissioner explain how millage rate is determined for county and how tax is distributed. | |
| | Make a list of all taxes you pay and analyze the amount paid in a period of time. Determine services received for these monies. | |
| VI-B-1 p. 356 | Record for one week all sales tax paid on items purchased. Summarize the total amount of taxes spent and prepare a chart in class showing how taxes vary within different families. | |
| VI-B-2 p. 358 | Keep a record of expenditures for a period of time. Identify records that should be kept for financial planning and for income tax purposes. | |
| VI-B-3 p. 358 | Complete income tax forms. | Income tax forms. |

MATHEMATICS SKILL # 10 : The student estimates results using rounded numbers with or without units of measurement.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-A-1 p. 310 | Discuss the possible sources of students' income, collect information, and discuss ways of estimating one's income. | |
| II-A-2 p. 310 | Develop spending plan for real or hypothetical situation. | Spending plan for given situation. |
| II-C-2 p. 314 | Determine how different stages of family life cycle affect earnings, expenses, and needs for certain services. | |
| | Relate the rules of thumb given by many financial advisers concerning the amount of credit a family can safely accept. | |
| IV-A-1 p. 324 | Compile a list of your personal assets which are categorized under the heading of health, property, and income. Estimate the cost of replacing these assets. | |
| | Compile a list of an average family's assets using the above categories. Estimate cost of replacing. | |
| IV-A-4 p. 328 | Inventory everything in your home and place an estimated price on each item. Take picture of each room for proof. Present copies to insurance agency. (Home Degree Project) | Project report. |
| IV-C-3 p. 332 | Use a hypothetical situation in which you have money to invest. Outline how and where you will invest money, any risk and benefits involved, and reasons for choices. | |
| IV-E-3 p. 338 | Analyze a case study to determine how much money is available to spend on a funeral. | A hypothetical situation to plan a funeral and other arrangements which must be made when death occurs. |

MATHEMATICS SKILL # 11 : The student selects appropriate operations.
and
SKILL # 12 : The student solves simple word problems.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| II-C-3 p. 316 | Complete worksheet on the computation of interest on a savings account. | Worksheet. |
| | Reconcile checkbook and bank statement of a real or imaginary family. | Checkbook and bank statement. |
| III-B-1 p. 320 | | Worksheet on computing cost of credit. |
| III-B-3 p. 322 | (Determine cost of appliance on 90-day installment credit compared to cash payment.) | (Worksheet.) |
| IV-A-3 p. 326 | Figure cost variation on three types of insurance policies. | |
| IV-B-2 p. 330 | (Calculate simple interest on retirement plan for given number of years.) | (Worksheet.) |
| IV-E-2 p. 336 | Investigate the range of funeral prices and learn what is included in a high, medium, and low cost funeral. | |
| IV-E-3 p. 338 | Devise a method of payment (for funeral expenses). | |

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MATHEMATICS SKILL # 13 : The student organizes data into tables, charts, and graphs.

and

SKILL # 14 : The student interprets data which has been organized.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| I-B-4 p. 308 | Read a novel or short story to discover values and short and long term goals of an individual or family. Make chart of your discoveries under appropriate columns. | Chart of values and goals identification. |
| II-A-1 p. 310 | List the most common expenditures for the family. Classify the expenditure as fixed or variable. (Make a circle graph.) | (Written summary of family expenditures.) |
| II-C-1 p. 314 | Make a chart comparing banking services offered in the community. | Chart of comparison. |
| IV-C-2 p. 332 | Conduct survey to determine why people save. | Survey results in form of graph or chart. |
| IV-E-2 p. 336 | Investigate the range of funeral prices and learn what is included in a high, medium, and low cost funeral. | (Graph of results of investigation.) |
| V-A-4 p. 346 | Collect various labels and interpret the information found on them. Compare for consumer appeal. | Rating scale for labels. |
| VI-A-1 p. 352 | Prepare a report on services provided by federal, state, and local taxes. Share your report with the class. | Chart of public services provided by taxes. |
| VI-B-1 p. 356 | Prepare charts to show total amount and sources of revenue for various functions, such as education, highways, public welfare, etc., in your community. | Charts developed. |
|  | Record for one week all sales tax paid on items purchased. Summarize the total amount of taxes spent showing how taxes vary within different families. | Report on comparison of tax systems. |

MATHEMATICS SKILL # 13 and # 14

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| VI-B-1 p. 356 (Continued) | Compare the local tax structure with the state and federal tax system. Prepare a bulletin board or chart illustrating these. | |
| VI-B-2 p. 358 | Keep a record of income and expenditures for a period of time. Identify records that should be kept for financial planning and for income tax purposes. | |
| VI-B-3 p. 358 | Complete income tax form (reading tax tables, sales tax tables, etc.). | Income tax form. |

SCIENCE SKILL # II-E : Uses safe procedures in handling hazardous chemicals.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| V-A-4 p. 346 | Collect various labels and interpret the information found on them (preservatives and chemicals in food). | Test on labels and packaging. |

SCIENCE SKILL # III-E : Recognizes environmental impact on personal life.

and

SKILL # III-F : Manages personal environment in an effective manner.

| COMPETENCY/SKILL/ OBJECTIVE PAGE NUMBER | LEARNING STRATEGIES | EVALUATION TECHNIQUES |
|---|---|---|
| IV-E-4 p. 338 | Secure and analyze copies of laws and regulations relating to death and disposal of the body from the office of the coroner, state health department, and/or county health department. | Essay test items. |
| V-A-4 p. 346 | Collect various labels and interpret information found on them (new energy labeling). | |

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976), or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II — Ann Lary, Vocational Equity Coordinator
Title VI — Peyton Williams Jr., Associate Superintendent of State Schools and Special Services
Title IX — Myra Tolbert, Coordinator
Section 504 — Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, Twin Towers East, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.

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